

**JOURNEY OF ENDURANCE: THE MOTIVATION BEHIND CRIMINOLOGY
STUDENTS WHO PERSIST DESPITE ACADEMIC FAILURES**

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ABSTRACT

Criminology students face numerous academic and personal challenges, including academic pressure, financial stress, and poor sleep patterns, which can significantly affect their performance and overall well-being. These stressors highlight the importance of understanding their motivations and the coping mechanisms they use to persist in their studies despite difficulties. Many students remain driven by strong career aspirations, a passion for justice, and personal goals, supported by family, peers, and institutional programs. However, existing research has largely overlooked the specific experiences of criminology students, particularly in the Philippine context, creating a gap in understanding their resilience and academic journey. This study aims to explore the academic challenges, resilience, and motivations of criminology students to provide insights that can help develop effective support systems and improve their academic success. This study examined the academic challenges, resilience, and motivational factors among criminology students experiencing academic difficulties. The study aimed to understand why students persist despite failures and how support systems influence their academic resilience. A qualitative case study design was employed to obtain in-depth descriptions of students' lived experiences. The research was conducted in a higher education institution in Misamis Occidental, Philippines. Participants included ten criminology students who experienced academic failure but continued their studies, together with selected teachers and peers who provided supporting perspectives. Data were collected using a researcher-developed semi-structured interview guide validated by panel experts. Collected responses were analysed using Yin's six-step thematic analysis to identify recurring patterns and themes, Difficulty Understanding Complex and Science-Related Subjects, Impact of Failing Grades, Career Aspirations and Professional Goals, Passion for Justice and Making a Positive Social Impact, Prioritization and Setting Boundaries, Building Resilience Through Adaptability, Coping, and Confidence, Family, Peer and Mentor-ship Support, Institutional Programs. Results revealed that students struggled primarily with complex science-related subjects, emotional stress, and time management challenges. Career aspirations, passion for justice, family encouragement, and institutional programs were identified as major motivational and resilience-building factors. Findings indicated that personal determination combined with social and academic support significantly influenced students' persistence. The study concludes that resilience among criminology students is strengthened through adaptive coping, strong motivation, and supportive environments. It is recommended that institutions strengthen academic assistance, mentorship, counselling services, and skills training programs to enhance students' academic success.

Keywords: *academic resilience, criminology students, motivation, persistence, support systems*

DEDICATION

This study is dedicated to:

*To our parents, whose unwavering love, sacrifices, and
belief have been the foundation of our strength, this work is a testament
to your enduring support.*

*To our friends, for their encouragement, companionship, and always reminding us to
keep pushing forward. Your presence has made this journey
of discovery more meaningful*

To God, the ultimate source of wisdom, guidance, and strength.

*With his grace, this journey of discovery
has been possible.*

*May this study honor the gift of learning and contribute to a greater
understanding of the
world we share.*

The Researchers

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INTRODUCTION

Background of the study

Criminology students are subjected to many challenges in their academic lives, such as sustaining academic excellence, poor sleep patterns, and financial stress (Rendon & Relacion, 2023). These stressors have a big influence on their well-being and academic performance, calling for a greater insight into their motivations and coping mechanisms (Natividad & Angeles, 2023). Recent studies identified the significance of investigating why criminology students study and how they relate their motivations to their experiences and future goals (Santiago & Perez, 2024). For instance, research reveals that academic pressures and future uncertainty are major sources of stress for criminology students (Rendon & Relacion, 2023).

Additionally, financial stress, linked to poor academic performance and mental health concerns, has been highlighted as a prevalent issue for many Filipino students (Natividad & Angeles, 2023). Sleep disturbances have also been shown to significantly impact students' physical and cognitive functions, further complicating their ability to manage academic stress (Calma & Santos, 2022). Despite these difficulties, many criminology students remain motivated by career goals and personal aspirations, finding ways to cope through social and psychological support mechanisms (Rendon & Relacion, 2023). The discipline of criminology has experienced tremendous growth in student populations, yet empirical research on these students remains limited, despite their role as future ambassadors and key stakeholders (Eriksson., et al 2024). Understanding why students choose criminology can shed light on their educational progression and career development (Ridener., et al 2020) Additionally, knowledge of the coping mechanisms

employed by criminology students can inform the creation of holistic support programs aimed at enhancing their well-being and academic performance (Lacanilao, 2024).

Current research indicates that criminology students often choose the field based on prior interests, a desire for self-discovery, and goals related to achieving justice and helping others (Eriksson., et al 2024). These motivations are frequently influenced by personal experiences with crime, exposure to media coverage, or engagement with crime fiction (Rzepka & Horsley, (2020). Moreover, studies have found that criminology students exhibit varying levels of emotional intelligence and resilience, which are crucial for coping with academic challenges and stress (Lacanilao, 2024).

Recent studies highlight that students in criminology tend to endure considerable physical and mental fatigue because of their coursework, but they become resilient by setting goals, being adaptable, and having support systems (Zenodo, 2025). Moreover, this study attempts to discern the stories behind criminology students' reasons for entering the field, which are usually in the form of personal crimes or injustices. Such reasons are most often driven by the need for self-discovery, assisting others, or seeking justice, and are indicative of their entering the discipline as a way of turning around bad experiences into positive ones for learning (Trebilcock & Griffiths, (2021).

In spite of the increasing amount of research into academic stress and coping strategies in college students, there is still a large literature gap in knowing the specific challenges and resilience of criminology students, especially in terms of their reasons for studying this subject. Previous research has largely been conducted on general student groups or other fields, with criminology students being underrepresented even though their studies involve emotional and psychological requirements such as exposure to trauma and

crime (Brown, 2021; Garcia, 2020). In addition, although there has been some research on criminology student motivations, this has tended to be qualitative descriptions without incorporating these in larger models for resilience and coping mechanisms (Trebilcock & Griffiths, 2022). This shortage of holistic data holds back the creation of evidence-based interventions and support systems specifically addressing the particular needs of criminology students, especially in areas such as Southeast Asia where these studies are not common (Zenodo, 2025).

The general objective of this research is to examine the academic challenges and resilience of students pursuing criminology and to understand what motivates them to study criminology. Through the investigation of the difficulties they encounter and how they adapt to overcome them, the research hopes to offer insight into the role of resilience and motivation in their academic and personal development. This research is of utmost importance to further support systems specific to students of criminology, whose academic and emotional challenges are occasioned by contact with crime-oriented material and fieldwork demands. Through examining academic difficulties, resilience, and motivation in conjunction with one another, the research is able to inform educators on action steps for planning interventions that focus on psychological wellness while promoting scholastic accomplishment.

The study address a significant literature gap concerning the under representation of criminology students' lived experiences, motivation, and resilience strategies within existing research, particularly in Southeast Asia and the Philippines. While prior studies have extensively explored academic stress and coping mechanisms among general student populations or students from other fields, there is a paucity of focused investigations on

criminology students, whose educational journey involves unique emotional, psychological, and fieldwork challenges related to exposure to crime and trauma. This gap limits a comprehensive understanding of the specific psychological and motivational factors that enable these students to persist despite setbacks. Consequently, there is a need to generate context-specific insights that can inform tailored support systems and academic interventions, which this study aims to address through its qualitative exploration of the experiences of criminology students facing academic difficulties.

Lastly, the study is significant because it will provide insights into the challenges and motivations of criminology students, helping them enhance self-awareness and manage academic stress. It will assist educators and institutions in developing tailored support programs and policies that improve student performance and well-being. Additionally, the study will contribute to the limited research on criminology students, offering a foundation for future studies on academic resilience and motivation in criminal justice education. For developing resilient criminology graduates capable of solving challenging justice problems effectively. Through prioritizing student motivation and well-being, institutions foster professionals more equipped to solve systemic problems in policing, rehabilitation, and victim services. Resonates with larger demands for evidence-based education reform that closes the gap between theoretical understanding and practical application, ensuring graduates are a valuable asset to safer, more just societies.

Theoretical Framework

This study was anchored on Self-Efficacy Theory by Albert Bandura (1977) and Academic Resilience Theory by Martin & Marsh (2006).

Self-efficacy theory, developed by Albert Bandura, states that a person's perception of their capacity to perform tasks directly affects their motivation, resilience, and performance (Calicchio, 2023). These perceptions are formed through four main sources: mastery experiences (previous success), vicarious experiences (seeing others), social persuasion (support or criticism), and emotional states (stress or confidence), (Kabir & Rabby, 2023). Recent research emphasizes its applicability in academic settings, wherein criminology students with greater self-efficacy are more adaptable in coping with stressors such as financial pressures and rigorous coursework (Feldon, 2022). For instance, Bandura's theory illustrates how self-confidence in problem-solving capacity leads to perseverance despite being exposed to crime-related trauma or rigorous fieldwork (Somers, 2021).

Self-efficacy also intervenes between motivation and academic success, especially in fields involving emotional resilience (Thompson, 2022). Research indicates that criminology students with high self-efficacy are more apt to use active coping strategies, including goal-setting and mentorship seeking, which protect them from burnout (Roney, 2023). This coincides with studies indicating that self-efficacy strengthens autonomous motivation, which allows students to internalize the motivation to succeed in the face of external demands such as societal expectations or competitive situations (Aeamtussana, 2024). In addition, interventions aimed at self-efficacy e.g., skill-building workshops or peer modelling have been found to enhance academic achievement by strengthening students' confidence in their ability to overcome challenges (Brown, 2024).

Moreover, problems remain in environments where self-efficacy is eroded by structural issues such as insufficient resources or institutional apathy (Wright, 2024).

Criminology students in poorly funded programs can lack confidence without access to hands-on training or mentorship programs, reinforcing patterns of self-doubt (Harman., 2022). Filling these gaps calls for embedding Bandura's principles within curriculum planning, e.g., adding simulated scenarios to deliver mastery experiences or establishing peer networks to enable vicarious learning (Wages, 2021). These methods not only enhance self-efficacy but also contribute to more general educational aims of generating resilient, justice-oriented professionals (Sedillo-Hamann, 2022).

Understanding self-efficacy is essential for the development of interventions that build academic and emotional resilience among criminology students (Caminos, 2022). Institutions can use Bandura's model to develop mentorship programs that enhance confidence through social persuasion and modeled success, having a direct influence on retention rates and mental health outcomes (Distor & Nunez, 2023). Current research underscores that self-efficacy-based curricula enhance students' performance in coping with stressors such as internships or public safety simulations, thus equipping them for actual work challenges in law enforcement or rehabilitation careers (Minges, 2022). Educators develop professionals who can handle systemic justice challenges with competence and empathy by placing a focus on self-efficacy (Lovseth, 2023).

Academic Resilience Theory, suggested by Martin & Marsh (2006), is a theory that explains five factors related to each other that foretell resilience among students: confidence (self-efficacy), coordination (planning), control, composure (low anxiety), and commitment (persistence) (Tuna, 2024). These components make up the 5-C model, which highlights adaptive responses to academic challenges, including stress management and maintaining motivation in spite of adversity (Cóndor, 2021). Recent uses of this model,

including the Academic Resilience Scale (ARS-30), confirm its multicomponent nature by assessing cognitive-affective and behavioral reactions to adversity among university students (Mallahi, 2022). The ARS-30 illustrates how adaptive coping mechanisms such as goal-setting and emotional regulation correspond to the 5-C model, supporting its application in current educational research (Aliyev, 2021).

At the core of this theory is the use of self-efficacy and planning, which allow students to cope with academic challenges successfully (Graham, 2022). For example, students with higher self-efficacy are more resilient in that they continue through adversity, whereas successful planning alleviates anxiety and creates the feeling of control. Research also indicates that academic resilience acts as a mediator between adversity and outcomes such as school enjoyment and self-esteem, highlighting its predictive ability. In addition, interventions aimed at these factors such as peer mentoring or time management workshops can increase resilience through affirming students' belief in their ability (Mulaudzi, 2023).

The 5-C model's results are not limited to academic success but reach into psychological health and involvement (Scherer, 2021). Students who score high on resilience rate higher involvement in classes and life satisfaction overall because stress management supports a healthy academic identity (Fenzel, 2022). Studies show that interventions based on the 5-C model increase coping skills, especially where coping is high-stakes, such as in the study of criminology (Ma, 2024). Through its contextualization of resilience as an evolving process, Martin & Marsh's model presents practical applications for developing flexibility and long-term success in students of varying populations (Wint & Direito, 2024).

Knowledge of Academic Resilience Theory is essential in creating targeted intervention that deals with both individual and systemic obstacles in student achievement (Rachmad, 2022). Institutions can apply the 5-C model as a tool in identifying vulnerable students and establishing assistance systems, i.e., stress-management workshops or mentorship initiatives, designed to boost confidence and composure (Ilesanmi, 2023). Recent studies emphasize that resilience-focused curricula not only improve academic outcomes but also equip students with lifelong skills to navigate personal and professional challenges (Thompson, 2024). By prioritizing resilience, educators cultivate a generation of learners capable of transforming adversity into opportunity, ultimately fostering more equitable and supportive educational environments (Diab, 2024).

Conceptual Framework

The concepts drawn from the study were established based on the different themes discovered based on the participant's different responses during the conduct of the interview with the researchers. The study found (7) emerging concepts: Difficulty Understanding Complex and Science-Related Subjects, Impact of Failing Grades, Career Aspirations Guided By a Passion for Justice and Positive Social Impact, Prioritization and Setting Boundaries, Building Resilience Through Adaptability, Coping, and Confidence, Family, Peer and Mentor-ship Support, Institutional Programs.

Difficulty Understanding Complex and Science-Related Subjects. Difficulty understanding complex and science-related subjects is a widespread challenge for students, particularly in fields demanding strong analytical and technical skills such as criminology and STEM disciplines (Manuel & Paglinawan, 2025). These subjects often involve abstract concepts, technical terminology, and problem-solving skills that require higher-order

cognitive functions. Students struggle not only with memorization but also with comprehending processes, making connections between theory and application, and managing the cognitive load during intense study sessions (Sweller, 2020). This difficulty can lead to frustration, lowered motivation, and fear of failure, significantly impacting academic performance and persistence. Addressing these challenges requires tailored instructional strategies that foster deeper conceptual understanding and critical thinking skills (Vaghela & Parsana, 2024).

The complexity of science-related subjects is compounded by the rapid pace at which students are expected to master foundational concepts before progressing to more advanced topics (Krajcik & Shin, 2023). Courses such as forensic science or fingerprint analysis require not only memorization but also practical application and analytical reasoning, which many students find daunting (Girard, 2021). Moreover, the interdisciplinary nature of these subjects integrates biology, chemistry, physics, and law, demanding students to adapt to various knowledge domains simultaneously. This multifaceted approach can overwhelm learners who are not adequately prepared or lack effective study techniques. Without proper support mechanisms, many students risk academic setbacks or disengagement (Barkley & Major, 2020).

To mitigate such difficulties, educational institutions must implement comprehensive support programs including tutoring, supplemental instruction, and interactive learning tools (Phillips, et al 2020). Active learning strategies such as group discussions, case studies, and hands-on experiments enhance students' engagement and conceptual grasp. Additionally, integrating technology like simulations and virtual labs can provide practical experiences that bridge theory and application. Faculty development

programs emphasizing evidence-based teaching methods also ensure instructors can effectively address diverse learning needs (Beach., et al 2023). Such multifocal interventions help students develop resilience, adapt to complex content, and improve academic outcomes (Lunov & Rozhkova, 2024).

Ultimately, overcoming the challenge of complex and science-related subjects involves cultivating a supportive learning environment that balances rigor with accessibility (Reyna., et al 2025). Encouraging collaborative learning fosters peer support, reducing anxiety and enabling shared problem-solving. Concurrently, psychological supports such as counseling and mentorship sustain motivation and reduce the stigma around academic struggles (Mayo & Le, 2023). Combining cognitive and emotional supports maximizes students' capacity to navigate challenging content. This holistic approach not only improves knowledge acquisition but also prepares students for the critical thinking required in their future professional roles (Obidovna, 2024).

Impact of Failing Grades. The impact of failing grades on students is multifaceted and extends beyond mere academic performance, influencing psychological, social, and economic domains of their lives (Mulaudzi, 2023). Experiencing academic failure often triggers emotional responses such as frustration, anxiety, and diminished self-esteem, which can impair a student's motivation and engagement with their studies. This negative cycle can lead to disengagement and higher dropout rates, hindering educational attainment and future career prospects (Archambault., et al 2022). Furthermore, students facing failure may experience strained relationships with family, peers, and educators, amplifying feelings of isolation and stress. These emotional and social consequences underscore the

importance of addressing failing grades promptly and compassionately within educational settings (Singha, 2025).

Failing grades can significantly alter students' academic trajectories by limiting their access to advanced courses and extracurricular activities that foster holistic development (Eyler, 2024). Many educational systems impose policies that restrict participation in certain programs or clubs when students fail key subjects, which reduces opportunities for social integration and skill development. This exclusion can compound the sense of failure and marginalization experienced by students, leading to a decrease in academic self-concept and a greater likelihood of academic withdrawal (Bryant, 2021). Additionally, repeated failure may cause students to question their intellectual abilities and aspirations, often resulting in a loss of academic identity. Recognizing these consequences is vital for institutions aiming to implement early intervention strategies that maintain students' academic and social engagement (Wardany, 2024).

Moreover, the economic implications of failing grades extend to students and society at large, with attrition and extended time to degree completion increasing the financial burden on families and educational institutions (Fernandes, 2024). Students who fail courses frequently incur additional tuition costs due to repeated classes and may face lost income opportunities as delayed graduation postpones entry into the workforce. On a broader scale, high rates of academic failure strain educational resources and contribute to skill shortages in critical professions, affecting economic growth and social equity (Purcell & Lumbreras, 2021). Thus, reducing failing grades through effective pedagogy, remediation, and support services is essential for sustainable education systems and equitable economic development. These financial considerations further justify

institutional investment in preventive and remedial academic programs (Balp & Strampelli, 2022).

Importantly, failing grades highlight the need for holistic approaches that combine academic support with psychological counseling and mentorship to promote student resilience (Simbolon & Purba, 2022). Interventions focusing solely on academic remediation overlook the emotional and motivational aspects that drive academic success. Psychological services addressing stress management, self-efficacy, and coping mechanisms can empower students to overcome academic setbacks and restore confidence (Biggane, 2024). Furthermore, mentorship programs provide individualized guidance and model perseverance, helping students navigate challenges and maintain commitment to their educational goals. A comprehensive support framework that integrates academic, emotional, and social dimensions is therefore critical to mitigating the negative impacts of failing grades and fostering long-term student success (Van Pham, 2024).

Career Aspirations and Professional Goals. Career aspirations and professional goals are critical driving forces that shape students' academic behaviors and future success (Lal & Kumari, 2025). These aspirations act as motivational anchors that influence students' commitment to their studies, persistence through challenges, and goal-setting processes. Research shows that students with clear and high career aspirations tend to achieve higher academic performance, reflecting a strong correlation between educational attainment and career ambition (Sapra., et al 2021).

These goals often provide a sense of purpose and direction, enabling students to align their educational efforts with long-term professional outcomes. Moreover, career aspirations are shaped by multiple factors, including self-efficacy, social support, and

exposure to career information, all of which contribute to academic engagement and resilience (Putri, 2024).

The process of developing career aspirations is dynamic, evolving as students gain more knowledge and experience both within educational settings and through societal influences (Tomlinson & Jackson, 2021). Early educational experiences are crucial in forming initial career goals, which refine and solidify over time with mentorship, counseling, and real-world exposure. Higher career certainty is associated with more successful academic transitions and ultimate career preparation (Jackson & Tomlinson, 2020). Conversely, career uncertainty can contribute to indecision and reduced academic motivation, emphasizing the need for effective career guidance programs in education. Supporting students through this evolving process ensures they maintain focus and adaptability in their academic and career journeys (Kayyali, 2024).

Professional goals derived from career aspirations serve as benchmarks for students to measure their progress and success (Amida., et al2021). Students who set specific, achievable goals demonstrate better time management, strategic learning, and proactive engagement in their studies. These goals encourage the development of essential skills such as critical thinking, problem-solving, and communication, all vital for professional competence (Sholihah & Lastariwati, 2020). Additionally, the alignment of academic pursuits with professional objectives fosters intrinsic motivation, leading to deeper involvement in learning activities and higher academic achievement. Institutions that facilitate goal-setting and career planning play a significant role in preparing students for the demands of the workforce (Jackson & Tomlinson, 2020).

Ultimately, the significance of career aspirations and professional goals extends beyond academic settings into broader socio-economic realms, influencing students' future livelihoods and societal contributions (Paramole & Adeoye, 2024). High career aspirations are linked with better employment opportunities, higher income potential, and overall life satisfaction. Encouraging students to articulate and pursue their professional goals can mitigate dropout rates and increase persistence, thus contributing to a more skilled and motivated workforce (Comings, 2023). Educational policies that integrate career education and support services are essential in helping students translate aspirations into tangible outcomes. These integrated efforts promote not only individual success but also the broader development of the community and economy (Emery & Flora, 2020)

Passion for Justice and Making a Positive Social Impact. Passion for justice embodies a deep commitment to fairness, equality, and the protection of individual rights within society (Barber, 2021). It motivates individuals to advocate for equitable treatment, challenge systemic inequalities, and support marginalized or oppressed communities. This passion often stems from a strong sense of empathy and moral responsibility, fostering a desire to rectify injustices and create a more inclusive social order (Pulcini, 2024). It aligns closely with the principles of social justice, which seeks the equitable distribution of opportunities and resources. Individuals driven by this passion contribute to social change by working toward policies and practices that uphold dignity and human rights for all (Becker, 2021).

Making a positive social impact involves active participation in initiatives that address societal challenges such as poverty, discrimination, and environmental degradation (Jamatia, 2023). Individuals motivated by a passion for justice invest time and effort in

community engagement, advocacy, and reform efforts aimed at promoting social well-being. Positive social impact goes beyond individual actions, influencing broader systemic changes that improve the quality of life for marginalized populations. (Mertens, 2021). This requires collaboration across sectors including education, government, and civil society, emphasizing the role of collective responsibility. The drive to make a difference nurtures leadership qualities that inspire others to participate in social justice endeavors (Theoharis, 2024).

The intersection of passion for justice and the pursuit of positive social impact cultivates a long-term vision for societal transformation (Grain, 2022). It necessitates resilience in facing obstacles, as advocating for justice often involves confronting entrenched power structures and cultural norms. Education plays a crucial role in equipping individuals with the knowledge, critical thinking skills, and ethical frameworks necessary to understand complex social issues and implement effective solutions (Swargiary, 2025). Professional roles in social work, law enforcement, policy-making, and advocacy provide platforms for channeling this passion into meaningful action. Building alliances with diverse communities enhances the effectiveness of these efforts, ensuring that solutions are inclusive and culturally sensitive.

Ultimately, nurturing passion for justice and the commitment to making a positive social impact fosters a culture of accountability and mutual respect in society. It challenges individuals and institutions alike to reflect on their roles in perpetuating or dismantling inequality (Atuegwu, 2024). Encouraging this passion within educational and professional domains highlights the importance of values-driven leadership and ethical decision-making (Thien., et al 2023). By integrating justice and social impact into daily practices and long-

term goals, societies move closer to achieving true equity and social cohesion. This theme underscores the transformative potential of empowered individuals dedicated to social betterment.

Prioritization and Setting Boundaries. Prioritization and setting boundaries are essential skills for managing personal and professional responsibilities effectively (Bella, 2023). Prioritization involves identifying tasks based on their urgency and importance, allowing individuals to focus their energy on activities that yield the most significant results. By setting clear boundaries, people protect their time and mental space from being overwhelmed by non-essential demands, fostering greater efficiency and well-being. These practices are closely linked, as appropriate boundaries support prioritization by minimizing distractions and unnecessary commitments. Together, they create a balanced framework that enhances productivity while safeguarding against burnout (Bella, 2023).

Successful prioritization begins with awareness and clear goal-setting to understand what truly matters in both short-term and long-term perspectives (Holbrook & Colan, 2024). Techniques such as creating master lists, categorizing tasks by urgency, and employing priority matrices help individuals organize their workload systematically. Time management strategies, including scheduling and using technology tools, further support the focused execution of prioritized tasks. Prioritization also requires flexibility to adapt to shifting circumstances, enabling individuals to reallocate efforts when new urgent issues arise (Hoff., et al 2023). Establishing boundaries ensures that such adaptations do not compromise overall goals or personal well-being by delineating times or spaces reserved for high-focus activities or rest.

Setting boundaries involves defining limits on what one is willing and able to take on, which is crucial in maintaining work-life balance and emotional health. Boundaries can pertain to time, physical or virtual space, emotional energy, and interpersonal interactions (Bella, 2023). For example, saying no to additional tasks when capacity is maxed out or setting specific periods for work and relaxation are practical boundary-setting measures (Riley, 2023). These limits help prevent the excessive encroachment of work into personal life and reduce stress and fatigue. Consistently applied boundaries cultivate respect from others and foster a sustainable pace of work conducive to long-term success.

Ultimately, the interplay between prioritization and boundary-setting enhances decision-making and supports self-care, enabling individuals to meet their responsibilities without sacrificing personal health and satisfaction (Amy-Andersen, 2022). By clearly articulating priorities, individuals can allocate resources wisely and focus on high-impact activities that align with their values and goals. Boundaries act as safeguards ensuring that this focus is maintained and not diluted by competing demands. Organizations and individuals alike benefit from cultivating these competencies, as they promote resilience, reduce burnout, and improve overall performance (Vercio., et al 2021). Mastering prioritization and boundary-setting is fundamental to achieving goals while maintaining a balanced, fulfilling life.

Building Resilience Through Adaptability, Coping, and Confidence. Building resilience through adaptability, coping, and confidence is crucial for successfully navigating the challenges and uncertainties life presents (Moşteanu, 2024). Resilience refers to the ability to bounce back from adversity, recover from setbacks, and maintain a positive outlook despite difficulties. Adaptability complements resilience by enabling

individuals to adjust their mindset and behaviors to meet changing circumstances effectively. Together, these qualities foster emotional strength, problem-solving skills, and flexibility, which are essential for overcoming obstacles. Developing confidence reinforces resilience by empowering individuals to trust their abilities and take proactive steps toward their goals (Jasubhai, 2025).

Adaptability involves cultivating openness to new experiences and a willingness to embrace change rather than resist it (Ivanova, 2023). This skill encourages flexibility in thought and action, allowing individuals to respond constructively to unexpected situations. By practicing adaptability, people learn to remain calm and composed under stress, seeking alternative paths when initial plans falter. Embracing change also entails accepting uncertainty as a natural part of life, which reduces anxiety and promotes a growth-oriented mindset (Boonma, 2025). Adaptable individuals view challenges as opportunities to learn, grow, and innovate, which enhances their overall resilience.

Effective coping mechanisms play a pivotal role in building resilience by managing emotional and psychological responses to stress (Bondarchuk, 2024). These mechanisms include problem-focused strategies, such as breaking down problems into manageable parts and seeking solutions, as well as emotion-focused strategies like mindfulness, relaxation techniques, and positive reframing. Developing adaptive coping skills helps reduce feelings of overwhelm and fosters a sense of control over one's circumstances (Hamid, 2024). Additionally, social support through relationships with peers, mentors, and family provides emotional comfort and practical assistance, reinforcing coping capacity. Strengthening coping abilities equips individuals to handle setbacks constructively and maintain mental and emotional stability.

Confidence, or self-efficacy, is a crucial component in developing resilience because it influences how individuals perceive challenges and their capacity to overcome them (Pillay & Van Zyl 2022). Confidence grows through recognizing past accomplishments, setting achievable goals, and viewing failures as learning experiences rather than definitive setbacks. A strong sense of self-belief motivates perseverance, enabling individuals to face difficulties without succumbing to self-doubt. Building confidence also involves positive self-talk and visualization of success, which reinforce a can-do attitude (Pillay & Van Zy, 2022). When resilience, adaptability, and coping converge with confidence, individuals are not only able to endure hardship but thrive, exhibiting sustained personal growth and fulfillment.

Family, Peer and Mentorship Support. Family, peer, and mentorship support form a foundational triad crucial for personal and academic development (Charles., et al 2022). Family members often provide the earliest and most enduring forms of emotional and financial support, creating a secure environment that nurtures confidence and resilience. Peer relationships add a vital social dimension, offering companionship, shared experiences, and mutual encouragement that can alleviate stress and foster a sense of belonging. Mentorship provides guidance, knowledge sharing, and role modeling from more experienced individuals, facilitating personal growth and professional preparedness (Toh, 2022). Together, these support systems create a network that enhances well-being, motivation, and success.

Family support is characterized by unconditional care and long-term commitment, often influencing values, attitudes, and self-concept from an early age (Proctor., et al 2021). This foundational backing reinforces a student's perseverance and ambition by providing

not only resources but also emotional stability. Challenges faced in academic or personal domains become more manageable when students know they have the unwavering support of their family. Encouraging open communication within families helps identify student needs early, allowing timely interventions or encouragement. Thus, family acts as the primary support that buffers stress and amplifies motivation (Lin & Zainudin, 2024).

Peers contribute significantly by offering social validation and companionship within the immediate environment where learning and growth occur (Zamiri & Esmaeili, 2024). Peer support systems help reduce feelings of isolation and anxiety by creating opportunities for collaborative learning and social interaction. Positive peer influence can motivate good academic habits and provide emotional comfort in times of challenge. Additionally, peer networks foster interpersonal skills and emotional intelligence, preparing students for real-world social dynamics. The reciprocal nature of peer support strengthens connections, boosts self-esteem, and enhances overall mental health (Khan & Sultan, 2023).

Mentorship support elevates growth by connecting individuals with experienced guides who provide tailored advice, knowledge, and encouragement (Zachary & Fain, 2022). Effective mentorship goes beyond academic tutoring to include career guidance, personal development, and psychosocial support. Mentors serve as role models, helping mentees navigate challenges, set realistic goals, and build confidence in their abilities. Structured mentorship programs facilitate relationship building that can lead to lifelong professional networks and personal improvements (Emma, 2024). Collectively, family, peer, and mentorship support synergize to create a comprehensive support system that maximizes individual potential in academic and life pursuits.

Institutional Programs. Institutional programs in higher education consist of organized efforts by colleges and universities to provide comprehensive support services that facilitate student success academically, socially, and emotionally (Aithal & Aithal, 2023). These programs include tutoring, counseling, academic advising, financial aid assistance, and career planning, which collectively address the diverse needs of students throughout their educational journey. Effective institutional support fosters a conducive learning environment by reducing barriers such as academic difficulties, financial stress, and social isolation (Adeyeye, 2024). Such programs enhance student persistence, retention, and ultimately graduation rates by offering targeted resources tailored to individual challenges. They also contribute to the development of self-regulation and independent learning skills necessary for long-term success (Borkowski & Thorpe 2023).

The comprehensive nature of institutional programs demands cohesive planning and collaboration among various departments including academic affairs, student services, and financial aid offices (Ruben., et al 2023). Strong leadership and administrative commitment are critical to sustaining these programs and ensuring they adapt to evolving student demographics and needs. Continuous monitoring and evaluation of program effectiveness through data analytics and feedback mechanisms enable institutions to refine offerings and optimize resource allocations (Gonugunta & Leo, 2024). Moreover, professional development of faculty and staff ensures these support services maintain high standards and are delivered with sensitivity to diversity and inclusion. Overall, institutional programs embody a holistic approach that integrates academic, financial, and psychosocial supports to maximize student engagement and achievement (Bowden., et al 2021).

Financial aid remains a pivotal component of institutional programs, directly influencing access and persistence in higher education (McPherson & Schapiro, 2021). Scholarships, grants, and emergency funds alleviate economic burdens that could otherwise derail students' academic progress. Beyond financial resources, counseling services assist students with mental health challenges, career planning, and personal development, addressing common stressors in higher education environments (Golden., et al 2022). Academic support centers, including writing labs and tutoring programs, provide essential skill-building opportunities that empower students to overcome academic hurdles. By coordinating these multifaceted supports, institutions ensure a balanced approach to student success that highlights prevention, intervention, and ongoing support (Sipahioglu, 2025).

In the context of online and blended learning, institutional support programs have evolved to include virtual tutoring, online counseling, and digital advising platforms that enhance accessibility and flexibility (Istrate & Velea, 2024). These innovations address barriers unique to remote learners such as time management, technological literacy, and social engagement. Teaching assistants trained in online pedagogy play a crucial role in supporting cognitive, behavioral, and emotional engagement in digital learning environments (Tuiloma & Graham, 2024). Research indicates that targeted institutional support in these settings significantly improves student satisfaction and academic outcomes. Hence, institutions that invest in scalable, technology-enabled support services expand their reach and effectiveness, ensuring that support systems keep pace with modern educational demands (Aithal & Maiya, 2023).

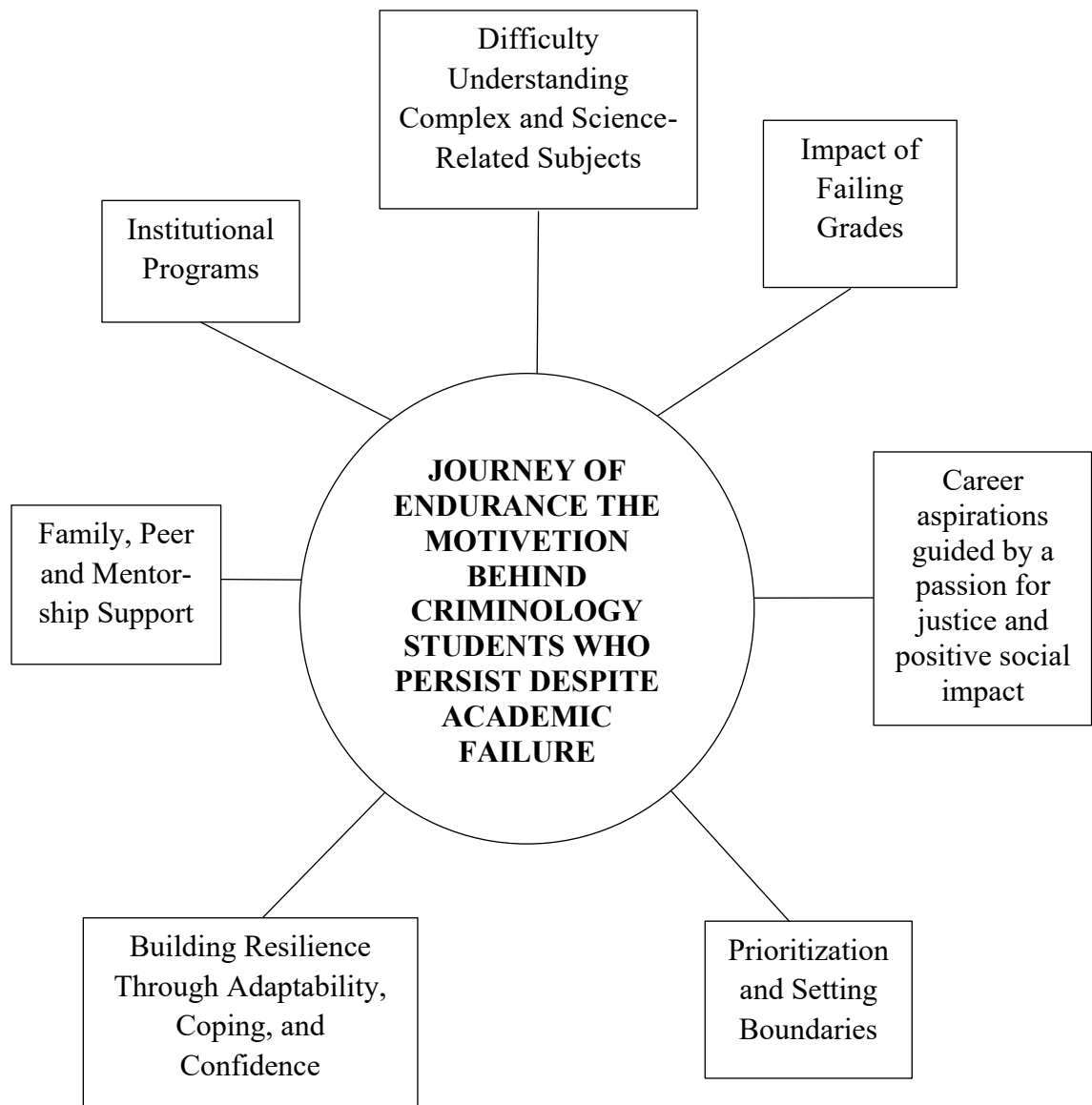


Figure1. Schematic Diagram of the Study

Objectives of the Study

This study explored the academic struggles and resilience of criminology students, with a focus on understanding their motivation for pursuing criminology. Specifically, it seeks to address the following questions:

1. Determine the common academic struggles experienced by criminology students in their studies.
2. Determine the primary motivational factors that drive criminology students to pursue their degree.
3. Determine the resilience strategies do criminology students use to overcome academic difficulties.
4. Determine the support systems or resources do criminology students perceive as helpful in sustaining their motivation and academic resilience.

RESEARCH METHODOLOGY

Design

This study employed a qualitative case study approach to gain an in-depth and unbiased understanding of the complex motivational factors that drive students to persist despite academic failures (Katsantonis., et al 2023). As a descriptive research design, it enabled the exploration and interpretation of the emotional, psychological, and social dimensions of students' endurance by documenting and analyzing their real-life experiences. The research carefully examined patterns and themes that emerged from the data, providing a rich understanding of the participants' lived experiences. Rigorous qualitative analysis techniques were applied to ensure that the findings accurately reflected the students' perspectives and contributed meaningful insights into the motivation behind academic persistence.

Settings

This study was conducted in one of the cities in the Philippines, focusing on criminology students as participants. The research aims to equip these students with essential training in conflict management, aligning with their academic curriculum and future roles in the criminal justice system. By conducting the study within this specific context, it seeks to explore how criminology students understand and approach conflict resolution, identify gaps in their skills, and develop targeted training programs to enhance their proficiency.

Participants

The participants of this study consisted of 10 criminology students who have experienced academic failures but continued to persist in their studies, along with selected

teacher and peer who have closely observed or supported these students. Participants were selected through purposive sampling to ensure relevance to the study's focus. Inclusion criteria for students required that they: 1) have experienced significant academic failure; 2) have demonstrated persistence by continuing their academic journey despite setbacks; and 3) be willing to share their experiences through in-depth interviews.

Teacher and peer were also purposively chosen to provide additional perspectives on the students' motivation and resilience. Inclusion criteria for teachers and peers included having direct experience with the students during their academic challenges and willingness to share their observations through interviews. The combined insights from students, teachers, and peers ensured a comprehensive understanding of the motivational factors behind academic persistence.

Instruments

The study utilized interview guide to gather information from the criminology student participants. The researchers will develop a self-made interview guide, which will be reviewed and approved by the panel members. The interviews will concentrate on the students' perceptions and experiences related to conflict management, as well as the strategies they believe are effective in resolving conflicts.

To establish a comfortable environment, the interview will commence with a brief social conversation to put participants at ease. The researchers will encourage participants to provide detailed and descriptive responses, elaborating on their understanding and perspectives on conflict management. This approach aims to collect valuable and honest insights to identify the essential training needs of criminology students in conflict resolution.

Data Collection Procedure

The researchers ensured the proper conduct of this study by obtaining approval from the relevant authorities. After securing consent, the researchers sought permission from the criminology students to participate in the study. Once approval was granted, the researchers proceeded with in-depth inquiries into the challenges and concerns faced by criminology students in understanding and managing conflicts.

Additionally, the researchers emphasized to the participants that their active involvement and cooperation were crucial to the study's success. Ethical considerations, including voluntary participation and confidentiality, were strictly observed throughout the research process to ensure that participants felt secure in sharing their insights and perspectives.

Ethical Consideration

For the conduct of this qualitative research, the researcher adheres to the ethical protocols set by the university. The study strictly upholds voluntary participation, ensuring that no interview is conducted without the participant's informed consent. Participants will be required to sign an informed consent form prepared by the researcher, confirming their willingness to participate. Refusal to take part in the study will not result in any loss of benefits or penalties, and signing the consent form does not waive any legal rights or claims related to this research.

To protect the identity and confidentiality of the participants, the researcher will implement measures to ensure anonymity. During the interviews, participants' names will not be mentioned; instead, they will be addressed respectfully as "Ma'am" or "Sir." No identifying details will be reflected in the study's results or manuscript. Privacy and

confidentiality will be strictly maintained, especially regarding personal information that is not relevant to the study, to ensure the welfare and protection of participants.

The researcher will fully comply with Republic Act No. 10173, known as the “Data Privacy Act of 2012”, to safeguard participants' privacy and confidentiality. Additionally, the consent form will be written in clear and straightforward language, free from technical or misleading terms, to prevent miscommunication and ensure participants fully understand their role and contribution to the study.

Data Analysis

The data analysis for this study employed Robert Yin’s six-step thematic analysis method (2018), offering a rigorous and systematic framework for qualitative data interpretation. This approach facilitates the clear identification, refinement, and articulation of key themes emerging from the data. The process involved: (1) immersing in the data through comprehensive review to gain a deep understanding and detect preliminary patterns; (2) generating initial codes by systematically labeling meaningful and relevant data segments; (3) searching for themes by clustering related codes to uncover broader patterns and recurring concepts; (4) reviewing and refining themes to ensure they accurately represent the dataset; (5) defining and naming themes by clearly delineating their boundaries and assigning precise, descriptive titles; and (6) producing the final report by integrating the findings into a coherent and insightful narrative. This structured method enabled the study to extract meaningful insights aligned with its research objectives.

RESULTS AND DISCUSSION

Difficulty Understanding Complex and Science-Related Subjects.

Criminology students frequently struggle with understanding complex scientific concepts embedded in their coursework, especially in subjects like forensic science, which require grasping interdisciplinary scientific principles and applying them to criminal behavior and justice processes (Sharma, 2025). These difficulties are compounded by limited foundational science knowledge, challenging terminology, and insufficient instructional support, all of which contribute to significant academic barriers and reduced motivation for many students in the program (Jones & Burrell, 2022). The participants' responses illustrate that academic challenges in criminology primarily stem from the demanding nature of major subjects, which require effective time management and disciplined study habits. Participants 1, 2, 3, and 4 emphasize the difficulty of keeping up with heavy course loads and mastering complex content, especially in forensic science and criminal law, highlighting the need for better time allocation and focused study. Participant 10's mention of struggling to find research participants further underscores how academic tasks extend beyond theory into practical challenges.

Overall, these views suggest that criminology students must adopt proactive learning strategies, such as prioritizing tasks, creating structured schedules, and seeking active support, to overcome the heavy demands of their coursework and improve performance. Encouraging the development of these time management and study skills is essential to help students surmount academic hurdles and stay motivated. These are the evident in the responses of the participants during the conduct of interview.

"My most significant academic challenges I face is when my subject or I don't have any time to cope up with my studies and I don't have time to study all the subject because my subject is loaded." "My current academic experience in the criminology is very hard because you need to study and familiarize the laws and especially the subject CLJ."(P1)

"There are many challenges like in the forensic science especially in fingerprinting because I thought it is easy but it turn out to be hard to understand, also solving in fingerprinting is difficult too."(P2)

"I'm having trouble with fingerprinting specifically in solving, It's really hard because there is solving and I think that is one of my weaknesses and we doesn't have any formula, all you need to do is to memorize it."(P3)

"I expected it to be easy but I found out it is difficult specially in a subject like CLJ because I couldn't catch up with it right away. Forensic science it is not also easy to understand."(P4)

"The significant academic challenges that I faced is the major subjects especially the criminal law and jurisprudence subject. It really has a big impact and stressful."(P8)

"Challenging because you will know a lot of different terminology that you will encounter in every discussion and how to apply it to yourself."(P9)

"Currently it is difficult like majors, you need to study it because that's what you can do." "The most common things that I faced in criminology specifically the research, very difficult to find participants to interview."(P10)

The teacher's statement highlights how failing grades are often linked to students' fundamental academic difficulties. According to the teacher, many students struggle with analyzing information and applying critical thinking skills, which are essential for understanding lessons and completing academic tasks effectively. Additionally, challenges in basic literacy skills such as reading, spelling, and memorization further contribute to their poor academic performance. These learning difficulties may cause students to fall behind in their subjects, leading to repeated failures and decreased confidence in their abilities. The teacher's observation supports the participants' experiences by showing that failing grades are not only a result of lack of effort but are also influenced by gaps in

foundational skills, which can affect students' overall academic progress and motivation to continue their education.

"The most common difficulty they encounter that I have observe is they don't know how to analyse and applied there critical thinking some don't know how to read and spell and also their memorization are not very fluent."(Teacher)

The statement from the peer indicates that students commonly experience academic difficulties in their major subjects, which supports the participants' responses regarding the challenges they encounter in their studies. Major subjects often require deeper understanding, critical thinking, and application of specialized knowledge, making them more demanding compared to general subjects. When students struggle with these core courses, it can significantly affect their overall academic performance and increase their risk of failing grades. This difficulty may also create pressure and anxiety among students, leading to reduced confidence and motivation. The peer's observation supports the participants' experiences by emphasizing that challenges in major subjects are a key factor contributing to academic struggles, highlighting the need for additional academic support and guidance to help students successfully cope with these demanding courses.

"Usually the academic problems they have faced is the majors' subjects."(Peer)

Criminology students face significant academic challenges, particularly in science-related subjects such as forensic science, biology, and chemistry, which have been increasingly integrated into the curriculum to enhance critical thinking and professional expertise (Manuel & Paglinawan, 2025). These students encounter difficulties due to a lack of foundational science knowledge, complex scientific terminology, and inadequate instructional support, making it hard for them to understand and apply scientific concepts to criminology (Manuel & Paglinawan, 2025). The heavy academic workload and

demanding course materials further compound these challenges, often leading to stress, anxiety, and reduced academic motivation. Addressing these issues necessitates targeted curriculum improvements, supportive learning environments, and effective teaching strategies to help students better engage with course content and succeed academically. Such measures are vital not only for academic achievement but also for preparing students for professional roles in law enforcement, forensic science, and the broader criminal justice system where scientific literacy is crucial (Nilendu, 2024).

Related studies on the difficulties faced by criminology students in complex and science-related subjects emphasize that the integration of forensic science, biology, and chemistry into criminology curricula introduces significant academic hurdles (Manuel & Paglinawan, 2025). Research conducted at Valencia Colleges Bukidnon Incorporated in the Philippines revealed that students struggle primarily due to a lack of foundational scientific knowledge, comprehension difficulties with complex terminology, and inadequate instructional support.

These challenges are exacerbated by time constraints and an overwhelming workload, leading to reduced academic performance and motivation. The studies also highlight the importance of critical thinking and analytical skills, which are essential but often underdeveloped among criminology students (Kakar, 2025). To mitigate these issues, researchers recommend curriculum redesign, enhanced teaching strategies, supportive learning environments, and the use of digital and peer resources to improve engagement, understanding, and career readiness in multidisciplinary criminology education. These findings underline the necessity for ongoing pedagogical reforms to better equip criminology students for the intellectual and practical demands of their field.

The implication of the theme "Difficulty Understanding Complex and Science-Related Subjects" is that criminology students face significant academic obstacles that hinder their learning and professional preparedness. These challenges contribute to increased stress, lower motivation, and poor academic performance, which may delay graduation or lead to attrition (Ntelo, 2024). Students' struggles with complex scientific terminology, foundational knowledge deficits, and inadequate instructional support highlight the critical need for curriculum redesign and enhanced teaching strategies. If unaddressed, these difficulties could compromise students' ability to apply essential scientific principles in practical law enforcement and forensic contexts, impacting their future career effectiveness (Nilendu, 2024). Consequently, academic institutions must provide robust support systems, foster critical thinking skills, and integrate innovative learning resources to ensure students successfully master challenging content and meet the evolving demands of criminology professions.

Impact of Failing Grades

Failing grades have a profound impact on criminology students' academic performances, often resulting in changes to their academic status such as becoming irregular students (Abonales, 2024). Research indicates a strong correlation between attendance, study habits, and academic outcomes, where poor performance, especially in major subjects, tends to lower students' motivation and increase their risk of academic failure and withdrawal. Students who experience failing grades frequently report higher stress levels and diminished confidence, which can lead to disruptions in their learning trajectory. This impact not only affects their immediate academic progression but also their preparedness for licensure examinations essential for professional practice. Consequently,

addressing the causes and effects of failing grades is crucial, with recommendations highlighting the need for improved instructional design, targeted student support, and intervention programs to help students meet academic demands and maintain satisfactory performance (Chemagosi, 2024). The thoughts from Participants 1, 2, 6, 7, and 9 collectively reveal how failing grades deeply affect criminology students emotionally and academically (Eyler, 2024). They express that failing induces fear, loss of motivation, and changes in academic status such as irregular enrollment, which disrupts study routines and progress (Garcia, & Uy Jr, 2025). Despite these setbacks, some participants also demonstrate resilience by using their failures as lessons and motivation to strive harder. This reflects the critical role of a positive mindset and perseverance in overcoming academic difficulties. These insights underscore the importance of institutional support mechanisms, such as counseling and academic advising, to help students maintain motivation and manage the consequences of failure during their criminology studies, ultimately improving retention and success rates.

These are the evident in the responses of the participants during the conduct of interview.

"These academic challenges affect my performance and motivation because I'm scared to fail my subjects."(P1)

"When I failed, my schedules changed because of my failing grade I became irregular students."(P2)

"There are times that I lost my motivation because I had to think because I had failed, if you fail, you can't always get back up, you're always at the bottom." and "When I failed my CLJ3, I tried hard no matter how difficult it was, I made my failure in CLJ3 a lesson because not all of us can fail, but don't lose hope, keep going."(P6)

"For me its really hard especially when you have a failing grade." and "For me I don't think it seriously when I failed in the subject instead I used that to strive more in studying."(P7)

"It affect my motivation because I feel down when I failed the subjects." and "Example of that challenges is when I failed in the subjects but still continue striving."(P9)

The peer's highlights the emotional toll that academic failure can have on students, which often leads to diminished drive to continue their studies (Rabbi, & Islam, 2024). This perspective aligns with common student experiences where the psychological impact of failing weighs heavily, affecting self-confidence and enthusiasm for learning. Such feelings of sadness and loss of motivation can create a barrier to academic recovery and progress (Dee, 2024) It underscores the importance of emotional support, encouragement from peers, family, and educators, and creating a positive environment that helps students regain motivation and resilience to overcome setbacks. By addressing these emotional challenges alongside academic difficulties, students are more likely to persist and succeed.

"When they have failing grade they feel sad and loses his their motivation."(Peer)

The teacher's statement supports the participants' responses by emphasizing that although some students show slight academic improvement, it is often insufficient for them to achieve passing performance. The teacher observed that many students continue to struggle with essential academic skills such as critical thinking, analysis, reading, spelling, and memorization. These learning gaps hinder students' ability to understand lessons, complete academic tasks, and perform well in assessments, which increases their likelihood of failing grades. This observation validates the participants' experiences by showing that academic struggles are not merely temporary challenges but are deeply connected to deficiencies in foundational skills. The teacher's insight highlights the importance of

strengthening students' basic competencies to improve their academic performance and help them overcome the risk of failing.

“The overall impression on their academic is actually the same as those who just enrolled but there is a little development but not enough that I can say that they can passed.”The most common difficulty they encounter that I have observe is they don't know how to analyze and applied there critical thinking some don't know how to read and spell and also their memorization are not very fluent.”(Teacher)

Failing grades have significant negative impacts on students' academic trajectories, motivation, and future opportunities (Eyler, 2024). Research indicates that academic failure lowers students' self-concept and increases stress and anxiety, which can lead to decreased engagement and persistence in their studies. Failure in critical courses can delay graduation, force changes in academic scheduling, and reduce the likelihood of pursuing advanced or specialized fields. Additionally, students who fail may face compounded disadvantages in their educational and labor market outcomes, including lower earnings and longer times to completion. These adverse effects underscore the importance of early interventions, supportive academic environments, and resilience-building strategies to help students recover from failures and continue progressing toward their educational and career goals. The implications of failing grades are broad, affecting not only immediate academic performance but also long-term personal and professional development (Eyler, 2024).

Related studies on the impact of failing grades among criminology students consistently identify multiple contributing factors such as inadequate study habits, time management issues, insufficient review, and weak learning strategies (Colanggo., et al 2024). Research conducted at Cavite State University highlights poor time management, lack of clear study goals, and inadequate engagement in group study as prominent causes of academic failure in qualifying examinations. Other studies underscore the psychological

effects of failing grades, including anxiety and stress, compounded by personal issues like family problems and financial difficulties, which further hinder academic performance (Rabbi & Islam, 2024). These studies emphasize the importance of motivation, effective study strategies, and faculty support in improving students' academic outcomes. Group study and targeted interventions are found effective in enhancing comprehension and exam readiness, while the development of resilient learning attitudes mitigates the negative consequences of academic setbacks. Collectively, these findings advocate for comprehensive support systems and instructional reforms to address the root causes of failing grades and foster student success in criminology programs.

The implications of failing grades among criminology students are profound, affecting not only their academic performance but also their psychological well-being and future career prospects (Abonales, 2024). Research indicates that academic failure increases stress, anxiety, and feelings of self-doubt, which can create a cycle of poor academic engagement and further failures. Low grades can delay graduation, disrupt academic trajectories, and diminish confidence, thereby reducing students' motivation to persist and succeed.

Additionally, failure in major subjects can negatively influence licensure examination outcomes, essential for professional certification in criminology fields. These consequences highlight the urgent need for specialized academic support programs, mental health interventions, and instructional innovations aimed at fostering resilience, improving study habits, and creating supportive learning environments (Lunov & Rozhkova, 2024). By addressing these issues, educational institutions can help mitigate the adverse effects of failing grades and promote students' sustained academic and professional success.

Career aspirations guided by a passion for justice and positive social impact

Criminology students are primarily motivated by their clear career goals of becoming police officers, registered criminologists, or law enforcement professionals, which provide a sense of purpose and direction (Robinos & Camilon, 2024). This career-driven motivation is bolstered by the desire for financial stability, professional fulfillment, and the opportunity to serve and protect their communities, helping them persist despite academic obstacles (Phiri, 2024). The participants' statements consistently reflect a deep-seated aspiration to pursue careers in law enforcement and criminology professions, often rooted in childhood dreams and family influences (P1, P2, P3, P5, P7, P10) (Zaportiza & Cuevas Jr, 2025). This collective motivation aligns with findings from studies at Veritas College of Irosin and other institutions, which highlight how criminology students are driven by their desire to serve and protect, achieve financial stability, and fulfill personal or familial expectations. The emphasis on career preparedness, such as passing licensure exams and gaining practical experience through internships, underscores the importance these students place on professional readiness as a critical step toward achieving their goals (Shethiya., et al 2025). Their aspirations not only guide their educational choices but also provide resilience and determination to overcome academic and personal challenges. This narrative confirms that career ambitions are a powerful force shaping criminology students' engagement and commitment throughout their academic journey.

These are the evident in the responses of the participants during the conduct of interview.

"I choose to study criminology because of my ancestors and I want to make a path of myself to be a registered criminologist and to be a PNP personnel."(P1)

"I choose criminology because since I was a child, that is what I wanted to be a police officer and it only align to criminology course so it can give me a guide to become a good public officer."(P2)

"I choose criminology because when I was a child I like to become a police officer and my dad also wanted me too, I can find a better job for my future."(P3)

"My motivation that I have is my dream of becoming a police officer someday or any of the try bureau but it depend where I mean to be."(P5)

"I choose this program because since I was a child I want to become a first law enforcement in the family."(P7)

"I choose criminology because I want to be the first to become a law enforcement officer in my family."(P10)

The peer's statement supports the participants' responses by showing that students remain motivated when they discover their comfort zone and focus on pursuing their chosen career path. This motivation encourages them to continue studying despite experiencing academic setbacks, including failing grades. Finding a sense of belonging and personal interest in their field can help students regain confidence and develop perseverance in their academic journey. The peer's observation highlights that emotional support, self-discovery, and clear career goals play a significant role in helping students overcome academic challenges. This supports the participants' experiences by demonstrating that even when students face difficulties, their determination and passion for their future profession can motivate them to persist and improve their academic performance.

"I noticed that they are motivated when they find there comfort zone and pursue there carer and they keep studying despite setbacks."(Peer)

The teacher's statement underscores the significant role that family influence and support play in a student's decision to continue their education, even amidst personal challenges. Despite having a family of his own, the student remains motivated to pursue schooling primarily because of his sister's positive influence. This highlights how strong family encouragement can help students overcome obstacles such as financial difficulties

or academic struggles that might otherwise lead to dropping out. The teacher's observation aligns with the participants' experiences by illustrating that external support systems, especially from close family members, are crucial in sustaining students' commitment to their education and in fostering resilience during difficult times.

"I have one student that until now still went to school because of the influence of his sister and aside from that he already have a family."(Teacher)

Criminology students are primarily motivated by clear career aspirations and professional goals centered on entering law enforcement, becoming registered criminologists, or other criminal justice roles (Moriarty, & Parsons-Pollard, 2024). Studies indicate that personal ambitions to serve and protect society, family influence, and job prospects strongly shape these career choices. Students often view their criminology education as a crucial step toward gaining the knowledge, skills, and confidence needed to succeed in their desired professions (Kakar, 2025). Practical experiences such as internships further enhance their readiness for real-world challenges. Although financial constraints and limited access to educational resources pose barriers for some, the majority remain driven by passion and the promise of stable, meaningful careers in criminal justice. These findings emphasize the importance of aligning academic programs with career preparation and providing support to overcome obstacles, ensuring students are well equipped for their professional trajectories in criminology.

Related studies consistently emphasize that criminology students pursue their degrees driven by strong career aspirations and professional goals linked to criminal justice roles (Robinos & Camilon, 2024). Research at Veritas College of Irosin highlights that students view their criminology education as imperative for developing the skills, knowledge, and confidence required to enter law enforcement, corrections, and other

criminal justice sectors. Practical experiences such as internships and mentorships play a crucial role in enhancing career readiness by providing real-world exposure and shaping professional trajectories (Ansari, 2025). These studies collectively indicate that motivation for pursuing criminology is closely tied to personal ambitions to serve society and achieve stable, respected careers, often influenced by family and community expectations.

The theme of career aspirations and professional goals among criminology students carries significant implications for criminology education and workforce development (Robinos & Camilon, 2024). Studies show that students who pursue criminology often do so with clear intentions of entering law enforcement, forensic science, or related criminal justice professions. This strong career focus necessitates that academic programs not only provide theoretical knowledge but also emphasize practical skills through internships and field experiences. By aligning curricula with real-world demands, institutions can better prepare students for successful transitions into their careers, thereby addressing the increasing demand for competent professionals in the criminal justice system (Hunter., et al 2022). Understanding these aspirations helps educators tailor support services and career development programs that enhance students' readiness and confidence to enter the workforce effectively.

Additionally, research indicates that while passion and career goals are strong motivators, criminology students also face challenges such as financial constraints, job market uncertainties, and the physically and emotionally demanding nature of law enforcement work. These factors can lead to career indecisiveness or attrition if not properly addressed through mentorship, counseling, and institutional support (Bian, 2023). The implications of these findings highlight the need for comprehensive education

strategies that consider socio-economic realities and provide holistic support to students. Supporting criminology students in developing resilience, practical competencies, and a clear professional identity is essential for nurturing a skilled and dedicated workforce capable of meeting the complex challenges within the criminal justice field (Zaportiza, & Cuevas Jr, 2025). These insights inform policy and program improvements in criminology education to better equip students for their future roles.

Prioritization and Setting Boundaries

Prioritization and setting boundaries are essential strategies for criminology students to effectively manage their heavy academic workload and diverse responsibilities (Lumingkit., et al 2024). By prioritizing tasks, setting clear goals, and creating structured study schedules, students can focus on high-priority activities, reduce procrastination, and enhance productivity. Additionally, setting boundaries by minimizing distractions, learning to say "no" to nonessential demands, and allocating specific times for study and rest help maintain balance and prevent burnout (Riley, 2023). These strategies support not only academic success but also better stress management and overall well-being, enabling students to meet the demanding requirements of criminology programs. The thoughts of the participants reveal a shared understanding of the critical role that effective time management and disciplined study habits play in overcoming academic difficulties in criminology (Colanggo., et al 2024).

Participants 1, 2, 5, and 6 emphasize the importance of making deliberate use of study time, focusing on goals, and prioritizing tasks to avoid failure. This aligns with research that identifies prioritizing tasks, setting clear goals, creating structured schedules, and utilizing self-discipline as essential strategies that help criminology students balance

heavy academic demands while maintaining productivity (Sandua, 2024). Additionally, seeking support from classmates and staying organized are crucial components that minimize procrastination and distractions, fostering a more focused and efficient study environment. Overall, their responses collectively underscore that prioritization and boundary-setting through time management techniques contribute significantly to academic success in criminology.

These are the evident in the responses of the participants during the conduct of interview.

"My strategies or approaches typically used to overcome these difficulties is to strive harder and study and make use of the time to study just discipline yourself."(P1)

"You'll have to study so you don't fail ask other classmates and study the subject."(P2)

"It can affect your academic if you don't have anythings that you do, you need to have time management focus on your goal."(P5)

"Give yourself time to study because criminology is the most difficult course."(P6)

The teacher's statement highlights the importance of helping students develop effective study habits, particularly the ability to prioritize tasks and manage their energy to avoid burnout. By providing support and consultation, the teacher aims to guide students in organizing their workload and focusing on what matters most, which is crucial for academic success. This approach not only helps students better understand their subjects but also teaches them how to balance their responsibilities and maintain motivation despite challenges. The teacher's emphasis on prioritization aligns with the participants' experiences, showing that structured guidance and time management skills are essential for overcoming academic difficulties and sustaining consistent progress in their studies.

“I can support and assist and a little consultation for the topic to put in the brain and develop study habit the know how to prioritize and not always get tired.”(Teacher)

The peer’s statement highlights the emotional impact that failing grades have on students, often causing sadness and a loss of motivation. However, it also underscores the crucial role that family and friends play in encouraging students to persevere despite these setbacks. The peer’s personal experience of supporting friends by sharing knowledge and helping them overcome difficulties reflects the importance of a strong support system in maintaining motivation and resilience. This aligns with the participants’ answers by showing that while academic challenges can be discouraging, the presence of caring relationships and peer assistance can inspire students to continue their studies and work harder to achieve their goals.

“When they have failing grade they feel sad and loses his their motivation. I think there family and friends and that motivate them not to lose his motivation and continue no matter how difficult he encounters. Will, I saw one of my friend who have failing grade but still continue on there studies despite setbacks. All I can do to my friends when the there is a time that is difficult is to help them overcome, and I share my knowledge regarding my learning in our major subjects.”(Peer)

Prioritization and setting boundaries are essential strategies that significantly contribute to academic engagement and success among criminology students (Colanggo, 2024). Research indicates that self-efficacy, which includes the ability to regulate one’s own learning and effectively manage time and resources, strongly correlates with higher academic performance and greater student engagement. Teachers' supportive behaviors further enhance student motivation by fostering a positive learning environment that encourages persistence and sustained effort (Mirzaei., et al 2025).

Moreover, criminology students exhibit higher engagement when they set clear academic goals, plan their study schedules meticulously, and maintain a disciplined study

routine, which helps them to focus on crucial tasks and avoid distractions. These strategies not only improve cognitive and behavioral engagement in academic tasks but also promote emotional resilience, enabling students to navigate the rigorous demands of their courses. Institutional support also plays a role in reinforcing these personal strategies through programs that encourage participation, social bonding, and intellectual development, thus creating a robust framework for students to thrive academically.

Related studies on prioritization and setting boundaries among criminology students reveal that academic engagement is strongly influenced by students' self-efficacy, teacher behavior, and the effectiveness of the school environment (Sökmen, 2021). High self-efficacy enables students to manage their learning process through goal-setting, time management, and self-regulated learning, which are crucial elements of prioritization and boundary-setting in academic life. Supportive teacher behaviors further encourage student persistence and active participation, creating a motivating environment that helps students focus on key academic tasks. Additionally, institutions that foster a culture of improvement and provide extracurricular opportunities enhance students' behavioral and cognitive engagement, reinforcing disciplined study habits and effective time management. These findings emphasize the need for a holistic approach involving personal strategies and institutional support to optimize academic performance and resilience among criminology students (Colanggo., et al 2024).

Prioritization and setting boundaries have significant implications for academic performance, as they enable students to allocate their limited time and energy to the most critical tasks (Calonia, 2023). thereby enhancing understanding and retention of subject matter. Effective prioritization involves setting clear goals, breaking down larger tasks into

manageable steps, and minimizing distractions, all of which foster a focused mindset and reduce procrastination. This skill helps maintain a balance between academic responsibilities and personal well-being, preventing burnout and promoting holistic development (Nayak & Kachhi, 2025). Studies show that students who excel in prioritization tend to be proactive, efficient, and goal-oriented, leading to better academic achievement and reduced anxiety. Furthermore, prioritization supports timely completion of assignments and preparation for exams, optimizing learning outcomes and overall success in their educational journey.

Building Resilience Through Adaptability, Coping, and Confidence

Building resilience through adaptability, coping, and confidence is a crucial strategy for criminology students to succeed in their academically and emotionally demanding field (Colanggo., et al 2024). Research indicates that criminology internship programs play a vital role in fostering these qualities by exposing students to real-world professional environments where they learn to manage stress, adapt to challenges, and apply theoretical knowledge to practice. Students develop coping strategies such as setting clear goals, planning their time effectively, maintaining a positive attitude, and seeking support from family, friends, and mentors.

These experiences not only improve their problem-solving and time management skills but also build emotional strength and self-confidence, enabling them to persist despite setbacks. The combination of hands-on learning and strong support systems equips students to handle the pressures of both academic work and future professional roles, reinforcing their resilience and adaptability (Schell, 2023). The participants' answers reveal a profound understanding of resilience as a multifaceted process involving

adaptability, coping, and confidence-building (Melton, 2025). They emphasize the importance of motivation rooted in personal and familial pride (P1), recognizing challenges as opportunities for growth and learning from past mistakes (P3). Acknowledgement of modern aids such as technology, combined with ethical commitment, reflects an adaptive attitude towards overcoming obstacles (P5).

The narratives also highlight the role of perseverance through setbacks, using failure as a learning experience rather than a defeat (P6), and the value of persistence in the face of academic challenges (P7). These reflections align with studies showing that effective coping strategies, strong support networks, and a positive outlook foster resilience by helping students manage academic pressures and maintain focus on long-term goals. Emotional and social supports, alongside personal discipline and adaptation, are crucial in building the confidence necessary for success in demanding criminology programs (Colanggo., et al 2024).

These are the evident in the responses of the participants during the conduct of interview.

"The main factors that motivate me to pursue and continue my studies in criminology is that I want to make my parents proud of me." "I keep myself motivated during stressful or difficult or in an academic through praying, surrender to God." "The resilience strategy habits used to build or maintain is stay away from people who drug you down and just study and focus on study."(P1)

"To overcome this difficulties all I need to do is to study hard, I'll try and see how I can pass this subject and pray." "I overcome it through not doing the same things that I've done before, and I improve myself to study more."(P3)

"For me resilience is we are in a new generation now their are AI that can help you and of course study hard." "One of the strategies on that is to study hard and do not enter or engage in any illegal activities."(P5)

"If you fail, don't be down if you fail, keep going because it's not too late, pray hard." "When I failed my CLJ3, I tried hard no matter how difficult it was, I made my failure in CLJ3 a lesson because not all of us can fail, but don't lose hope, keep going."(P6)

"For me resilience is the ability to persist despite academic setbacks and overcome challenges."(P7)

The peer's statement emphasizes the vital role that friendship and peer support play in helping students navigate academic difficulties. By actively sharing knowledge and offering assistance during challenging times, friends become a crucial source of encouragement and practical help. The peer highlights that having a circle of friends not only brings happiness but also provides emotional and academic support, which can significantly ease the burden of struggles faced in major subjects. This perspective supports the participants' views by showing that a strong, supportive social network contributes to students' resilience, motivation, and overall well-being, helping them persist through setbacks and continue working toward their educational goals.

"All I can do to my friends when there is a time that is difficult is to help them overcome, and I share my knowledge regarding my learning in our major subjects." "It is important to have circle of friends because they make you happy and help you in times of difficulties."(Peer)

The teacher's statement powerfully captures the importance of perseverance and resilience in the face of academic challenges. By saying, "I can fail you but I can't stop you," the teacher acknowledges that while failure may be a part of the learning process, it does not define a student's ultimate ability to succeed. This perspective supports the participants' answers by emphasizing that despite setbacks and struggles, students have the inner strength to continue fighting for their education. The teacher's message inspires students to take ownership of their journey, reinforcing the idea that determination and persistence are key factors in overcoming difficulties and achieving their goals.

"Keep on fighting, if the students are fighting with their struggle, there is a saying that I can fail you but I can't stop you."(Teacher)

Building resilience through adaptability, coping, and confidence is vital for criminology students to navigate the demanding academic and emotional challenges in their field (Colanggo., et al 2024). Research shows that strategies such as setting clear goals, planning time effectively, maintaining a positive mindset, and seeking support from family, friends, and mentors are crucial in fostering resilience. Internships provide real-world experiences that enhance students' ability to adapt, cope with stress, and build confidence by exposing them to professional environments where they apply theoretical knowledge to practice (Ansari, 2025). Emotional resilience and a growth mindset enable students to view setbacks as opportunities for learning and improvement, strengthening their determination. Institutions can support this process by integrating motivation and mindset workshops, time management training, emotional resilience programs, and formal mentorship to help students develop a sustainable and adaptive approach to academic and professional success.

Related studies on resilience among criminology students indicate that resilience is a critical factor supporting academic success and retention in the field (Caporale-Berkowitz., et al 2022). Research highlights the importance of emotional support, mentorship, and effective study techniques in building resilience, allowing students to overcome academic challenges and stress associated with rigorous board exam preparations. Studies also demonstrate that resilience is linked to self-discipline, intrinsic motivation, and strategic time management, which enable students to maintain focus and persist despite setbacks. Additionally, criminology students face unique stressors due to the demanding nature of their courses and the high-stress professions they prepare for, making resilience an essential attribute for coping with academic and personal pressures (

Zaportiza & Cuevas, 2025). Educational institutions play a vital role in fostering resilience by providing tailored interventions, structured support systems, and experiential learning opportunities that enhance students' capacity to adapt, cope, and succeed in their academic and future professional careers.

The implications of building resilience through adaptability, coping, and confidence in criminology students are significant for both academic success and future professional readiness (Colanggo, et al 2024). Research indicates that developing resilience enables students to effectively manage the emotional and psychological demands of their studies, including exposure to crime, trauma, and the criminal justice system. Resilient students exhibit better time management, problem-solving skills, and emotional stability, which contribute to higher academic achievement and well-being. Moreover, real-world experiences, such as internships, play a vital role in fostering adaptability and confidence by exposing students to professional challenges and stressors, allowing them to apply theoretical knowledge and develop coping mechanisms in practical settings. Institutions can enhance these outcomes by integrating resilience-building activities, supportive mentoring, stress management resources, and a growth mindset within the curriculum. This comprehensive approach not only assists students in overcoming academic difficulties but also prepares them to thrive in demanding careers in law enforcement, corrections, and social work (Zaportiza & Cuevas, 2025). ultimately contributing to more effective and emotionally competent criminal justice professionals.

Family, Peer and Mentorship Support

Family, peer, and mentorship support play a crucial role in criminology students' academic success by providing emotional encouragement, motivation, and practical

assistance that help them persevere through challenges and setbacks (Agabon & Allanic, 2025). Such support systems act as vital anchors, fostering resilience and confidence, enabling students to stay focused on their goals despite academic pressures and personal difficulties. The various participant responses reveal a common thread highlighting the indispensable role of family as an emotional and financial backbone (P1, P2, P3, P4, P5, P6, P10) (Fries, 2024). This support not only alleviates the stressors associated with academic demands but also fosters a sense of duty and motivation to succeed in their criminology studies.

Peer and mentorship support also emerge as critical, with instructors and peers providing encouragement and motivation that help students persist despite academic setbacks (P7, P8, P9, P10). Together, these relationships create a network of resilience and perseverance, confirming research findings that family and social support systems are essential pillars for student success in demanding academic fields like criminology. The combination of emotional, moral, and practical support from these sources constructs a positive learning environment vital for overcoming challenges and achieving educational goals (Anisah, 2023).

These are the evident in the responses of the participants during the conduct of interview.

"My family, especially my mother who is paying my tuition for taking care of me and working harder to be able to pay my expenses."(P1)

"My family and their support me to pursue my dreams."(P2)

"My family, especially my dad, loves going on stage, that's what motivates me."(P3)
"My family because whatever choices I made they are still in my side supporting me."(P4)

"My family they are the one who provide my needs."(P5)

"Family and peers because they are the ones I have if I need to talk to me if I can get a job or go to school if I have an action to take."(P6)

"Our instructor because they motivate me despite of having failing grade in his subject."(P7)

"The family, peers and mentors that help me to motivate myself and guide me in my academic journey."(P8)

"The family and mentors that help me to be motivated to study and just focus on my goal."(P9)

"My family and friends, if I ever get really down, they're always there and it's very effective to have them by my side because without them, I can't handle my stress and my problems."(P10)

The peer's observation highlights the emotional toll that failing a major subject can have on students, often leading to feelings of frustration and discouragement. However, the peer also emphasizes the powerful role that friends play in providing motivation and encouragement, helping those who struggle to stay focused and continue their studies despite difficulties. This support system is crucial in maintaining a student's determination and resilience, as friends offer both emotional comfort and practical assistance. The peer's insight aligns with the participants' experiences, showing that friendship and peer encouragement are vital factors that help students overcome academic setbacks and persist in their educational journey.

"I have a friend or classmate who failed in some subject in major and I can see from their feelings that they have a problem with that subject... I think friends motivate them not to lose his or her motivation and continue no matter how difficult he or she encounters."(Peer)

The teacher's approach to handling sensitive topics by reassuring students that they are not alone demonstrates a deep understanding of the emotional challenges students face. This compassionate reminder helps create a supportive learning environment where students feel safe to engage with difficult subjects without feeling isolated or overwhelmed.

Additionally, by encouraging students to be cautious in how they perceive these topics, the teacher guides them toward thoughtful reflection and personal growth. This method supports the participants' answers by emphasizing the importance of emotional support and awareness in education, which can help students navigate both academic and personal struggles more effectively.

"Whenever I tackled a sensitive topic I always remind them that no matter what they went through they are not alone and also always inform them to be more cautious in having to perceive the topic for their life."(Teacher)

Family, peer, and mentorship support are fundamental components in fostering academic success and resilience among criminology students (Colanggo., et al 2024). Research indicates that family provides not only essential financial resources but also emotional encouragement and motivation, which help students navigate the demanding nature of criminology courses. Peer support serves as a critical influence by offering mutual encouragement, sharing knowledge, and helping maintain motivation through shared experiences and study collaboration (Fortuna., et al 2022). Mentorship programs, especially those involving sustained and authentic relationships with instructors or senior mentors, enhance students' critical thinking, self-efficacy, and positive identity development.

These supports collectively help counteract the pressures of rigorous coursework, reduce feelings of isolation, and promote persistence, ultimately shaping students' academic engagement and growth in the criminology field. Such social supports are linked with positive behavioral changes and greater academic achievement, underscoring the importance of integrated support systems within educational institutions for at-risk or challenged students pursuing criminology (Rea, 2023).

Related studies emphasize the critical role of family, peer, and institutional support systems in enhancing the academic engagement and resilience of criminology students (Masten., et al 2022). Research has shown that students with strong self-efficacy—developed through effective use of social resources, academic accomplishments, and self-regulated learning—exhibit significantly higher levels of motivation, persistence, and participation in their studies. Organizational support, particularly through qualified and proficient teachers, directly influences student engagement by fostering positive academic emotions and encouraging critical thinking skills essential for criminology education. Moreover, studies suggest that comprehensive support programs addressing both emotional and academic needs, such as mentorship and peer collaboration, empower students to manage the pressures of rigorous coursework (Orgel, et al 2025). balance responsibilities, and ultimately sustain their focus on academic and career goals. These findings highlight that multi-faceted support systems are foundational to improving educational outcomes and retention in criminology programs.

The family, peer, and mentorship support carries significant implications for criminology education, emphasizing the need for comprehensive institutional frameworks that foster these support systems to enhance student success. Studies highlight that strong organizational support (Tietjen., et al 2021). including resource availability and leadership, substantially improves teacher proficiency, which in turn enhances student academic engagement by boosting self-efficacy and critical thinking skills. This creates an environment conducive to active learning and resilience, crucial for the demanding criminology curriculum (Kakar, 2025). Moreover, family and peer support provide emotional and motivational foundations that help students manage academic pressures and

personal challenges, thereby improving retention and performance. Therefore, educational institutions must prioritize strengthening support networks and professional development opportunities for educators, alongside promoting student-centered policies and collaborative learning to prepare criminology students effectively for their future careers and personal growth.

Institutional Programs

Institutional programs play a critical role in enhancing criminology students' academic engagement and success by providing organizational support, increasing teacher proficiency, and fostering an environment conducive to active learning (Tad-awan., et al 2024). Research highlights that strong institutional frameworks equipped with adequate resources, supportive leadership, and continuous professional development for educators significantly improve instructional quality and student motivation. These programs enable teachers to better engage students, enhance critical thinking, and boost academic self-efficacy, which are essential for mastering the complexities of criminology education. Institutions that prioritize such support systems contribute to higher student retention, improved academic outcomes, and better preparation for future careers in law enforcement and allied fields (Hoyt, 2023).

Therefore, effective institutional programs are indispensable for addressing the unique challenges faced by criminology students and promoting their holistic educational development. Participants 1, 5, and 7 emphasize the need for institutional programs that provide targeted academic support to students facing challenges, suggesting structured review sessions, scholarships, and assistance for struggling students (Wang, 2024). These thoughts align with research findings that academic support programs, including retention

policies and supplemental instruction, effectively enhance student self-efficacy and engagement, leading to improved academic performance and persistence. Educational institutions that implement such programs foster higher motivation and resilience among criminology students (Colanggo, et al 2024). by offering resources and opportunities tailored to their unique academic needs, highlighting the critical role of organized institutional support in student success.

These are the evident in the responses of the participants during the conduct of interview.

"I would suggest changes on a program or institution to be better support certain for coming academic struggles is to have some what you call this every Saturday those students who have a failure grade need to review or group study within the faculty teachers."(P1)

"I can suggest that they well provide a scholarship."(P5)

"I can suggest that they should help the students who have academic struggle."(P7)

The teacher reflects the role of institutional programs in supporting student development (Martin & Nuss, 2022). Such programs, often including seminars, workshops, and activities focused on improving study habits and resilience, provide students with tools and strategies to better cope with academic challenges. While the institution offers these resources, student engagement and individual responsibility play a critical role in the effectiveness of these programs (Rashed., et al 2025). This highlights the importance of a collaborative effort between institutions providing support and students actively participating and applying what they learn to succeed academically and personally.

"The institution does a lot of things like seminars, study habits, maybe it is something to do with the students."(Teacher)

Institutional programs offering academic support services such as tutoring, mentoring, and counselling have been shown to significantly enhance student performance, retention, and degree completion rates in higher education (Afzal., et al 2024). Studies confirm that students who actively engage with these support services demonstrate improved GPA, higher retention rates, and greater persistence in their academic journeys. Effective programs employ a combination of quantitative metrics (e.g., GPA improvements, retention statistics) and qualitative feedback (e.g., surveys, interviews) to continuously evaluate and improve service delivery. Best practices include setting clear, measurable goals, establishing continuous feedback loops from students and staff, leveraging data analytics tools to monitor engagement, and maintaining flexibility to adapt services to diverse student needs. These comprehensive institutional efforts ensure that support programs remain relevant, effective, and aligned with students' academic and personal challenges, ultimately promoting higher success rates and holistic student development (Ayyaswamy, 2025).

Related studies on institutional academic support programs consistently show that such programs positively impact student confidence, reduce anxiety, and improve academic outcomes (Voisin., et al 2023). Research highlights that students who engage with academic support services, including tutoring, mentoring, and skill development sessions, experience increased self-efficacy and persistence in their studies. These support environments promote not only academic success measured by grade improvements and retention rates but also emotional well-being by helping students manage stress and anxiety associated with challenging coursework. Additionally, integrated and holistic approaches that combine various support services—academic advising, counseling, and

technological resources—enhance both social and academic integration, leading to a more positive overall student experience (Simbolon & Purba, 2022). However, studies also note gaps in understanding how different support components interact, underscoring the need for continuous evaluation and adaptation of these programs to meet diverse student needs effectively. This body of research affirms the essential role of well-structured institutional support programs in fostering student success and engagement in higher education.

Institutional programs for academic support have important implications for student success and retention in higher education (Hoyt, 2023). Research shows that access to comprehensive on-campus support services—including tutoring, mentoring, financial aid, and counseling—significantly increases students’ likelihood to persist and complete their degrees. Such services help students manage academic difficulties, alleviate stress, and develop self-regulated learning and problem-solving skills. Financial aid programs like scholarships are strong predictors of continued enrolment and timely graduation, directly addressing barriers related to affordability. Additionally, holistic academic advising that integrates personal and professional development aids students in navigating challenges and preparing for career demands. These findings suggest that institutions should prioritize learner-centered, easily accessible support systems that address diverse student needs, as these programs enhance academic engagement, emotional well-being, and overall educational success.

CONCLUSION AND RECOMMENDATION

The results and discussion highlight that criminology students face substantial academic challenges, particularly in mastering complex science-related subjects like forensic science, which are integral to their curriculum. These difficulties are compounded by heavy workloads, limited foundational scientific knowledge, and inadequate instructional support, adversely affecting their motivation and performance. Despite these obstacles, students demonstrate resilience through effective prioritization, boundary-setting, adaptability, and a strong commitment driven by career aspirations and a passion for justice. Support from family, peers, and educational institutions plays a pivotal role in sustaining their perseverance and helping them navigate their academic journey successfully.

Based on these findings, it is recommended that academic institutions implement comprehensive support mechanisms tailored to the unique needs of criminology students. This includes enhancing instructional approaches by integrating interdisciplinary teaching that connects scientific concepts to criminology, providing robust tutoring and mentoring programs, and fostering autonomous, active learning strategies such as project-based assignments and time management workshops. Additionally, institutions should invest in updated learning resources, digital platforms, and experiential opportunities like internships and mentorships with law enforcement agencies to deepen practical understanding. Cultivating a growth-oriented, resilient learning environment through motivational seminars and mental health support will further empower students to overcome academic challenges and achieve their professional goals.

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APPENDIX A

INTERVIEWED PROTOCOL (Students)

Introduction

- Introduce self
- Discuss the purpose of the study
- Provides informed consent
- Provides structure of the interview (audio/screen recording and note taking)
- Ask if they have any questions
- Tests virtual and audio recording equipment
- Makes participant feel comfortable

Opening Questions

1. Can you briefly introduce yourself and share why you chose to study criminology?
2. What are your expectations from this program, and how do you see it aligning with your future goals?
3. How would you describe your current academic experience in the criminology program?

Core Questions

1. What are the most significant academic challenges you have faced in your criminology studies?
2. How do these academic challenges affect your performance and motivation?
3. What strategies or approaches do you typically use to overcome these difficulties?
4. What are the main factors that motivate you to pursue and continue your studies in criminology?

5. Have there been any specific experiences or influences that have strengthened or challenged your motivation?
6. How do you keep yourself motivated during stressful or difficult academic periods?
7. How do you define resilience in the context of your academic journey?
8. What personal strategies or habits do you use to build or maintain resilience when facing academic setbacks?
9. Could you share an example of a challenging academic situation and how your resilience helped you manage or overcome it?
10. What types of support systems (family, peers, mentors, institutional resources) do you rely on to help you stay motivated and resilient?
11. How effective do you find these support systems in helping you cope with academic struggles?
12. Are there any additional resources or support you wish were available to better assist you during your studies?

Closing Questions

1. Looking back on your experiences, what advice would you give to incoming criminology students about managing academic challenges and staying motivated?
2. Are there any changes you would suggest to the program or institution to better support students in overcoming academic struggles?
3. How do you envision your academic journey in criminology shaping your future career and personal growth?
4. Is there anything else you would like to share about your experiences as a criminology student that we haven't discussed?

INTERVIEWED PROTOCOL (Teachers)

Introduction

- Introduce yourself and explain the purpose of the study: to explore the motivational factors and resilience of criminology students who persist despite academic challenges.
- Explain the interview process, including audio recording and confidentiality.
- Ask if the teacher has any questions before starting.
- Create a comfortable environment to encourage open and honest responses.

Opening Questions

1. Can you briefly introduce yourself and describe your role and experience in teaching criminology?
2. How long have you been teaching criminology, and what subjects do you typically handle?
3. What is your overall impression of the academic challenges faced by criminology students?

Core Questions

1. From your observations, what are the most common academic difficulties that criminology students encounter?
2. How do you perceive students' motivation and resilience when they face academic failures or setbacks?
3. Can you share examples of students who have demonstrated persistence despite academic struggles? What do you think contributed to their endurance?

4. What strategies or support do you provide to encourage and motivate students who are struggling academically?
5. How do you incorporate discussions about resilience, motivation, or coping mechanisms into your teaching or mentoring?
6. What role do you think peer support and the classroom environment play in fostering student motivation and persistence?
7. How do you balance addressing sensitive criminology topics while maintaining student engagement and emotional well-being?
8. What challenges do you face in supporting students who experience academic difficulties, and how do you address these challenges?
9. In your opinion, what improvements could be made within the criminology program or institution to better support students facing academic hardships?

Closing Questions

1. What advice would you give to other educators about supporting students who struggle academically but want to persist?
2. How do you see your role evolving to better support student motivation and resilience in the future?
3. Is there anything else you would like to share about your experiences working with criminology students who face academic challenges?

INTERVIEWED PROTOCOL (Peers)

Introduction

- Introduce yourself and explain the study is about understanding how criminology students keep going despite academic problems.
- Explain that the interview will be recorded and kept private.
- Ask if they have any questions before starting.

Opening Questions

1. Can you tell me a little about yourself and how you know the student(s) who had academic problems?
2. How long have you known them?
3. What kind of academic problems do they usually face?

Core Questions

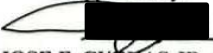
1. How do your friends react when they fail or struggle in their studies?
2. What do you think helps them keep going and stay motivated?
3. Can you share a time when you saw a friend overcome a big academic challenge?
4. How do you and other friends support each other when school gets tough?
5. How important is it to have friends around when dealing with school problems?
6. Have you noticed anything that made your friends more motivated to keep studying?

Closing Questions

1. What advice would you give to students who are struggling but want to keep going?
2. How do you think friends can better help each other with school problems?
3. Is there anything else you want to share about your experience or what you've seen?

APPENDIX B

TRANSMITTAL LETTER

 MISAMIS UNIVERSITY Ozamiz City, Philippines 7200 Tel. No. +63 88 521 0367 / Telefax No. +63 88 521 2917 E-mail Address: mu@mms.edu.ph  CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
COLLEGE OF CRIMINOLOGY
September 24, 2025 DR. JOSE F. CUEVAS College Dean, College of Criminology Ozamiz City Dear Dr. Cuevas, Greetings of Peace! We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, <i>"Journey of Endurance: The Motivation Behind Criminology Students Who Persist Despite Academic Failures"</i> as a requirement for the course Criminological Research. In this regard, we humbly request your good office to allow us to conduct face-to-face interview with the Criminology Students, Peer and Teacher. Be assured that informed consent will be secured from the participants before the actual interview and the data to be gathered will be used solely for research purposes. Attached to this request are the background and methodology sections of our study. We respectfully seek your approval, which will greatly contribute to the success of our educational undertaking. Should you have any inquiries regarding our research, please feel free to contact us at 0910-883-0767. God bless and more power. Respectfully yours,  Nelvie C. Gumera Group Leader Noted:  MARKDY Y. ORONG, DIT Instructor Approved by:  JOSE F. CUEVAS JR. PhD College Dean

APPENDIX C

TRANSCRIPT OF THE INTERVIEW

Participants 1:

I choose to study criminology because of my ancestors and I want to make a path of myself to be a registered criminologist and to be a PNP personnel. My expectation in this program and how it aligns my future goals is I want to achieve my dream job like I study hard, obey rules and regulation in the school and of course I choose this Bachelor of Science in Criminology. I describe my academic experience, current academic experience in the criminology is very hard because you need to study and familiarize the laws and especially the subject CLJ. My most significant academic challenges I face is when my subject or I don't have any time to cope up with my studies and I don't have time to study all the subject because my subject is loaded. These academic challenges affect my performance and motivation because I'm scared to fail my subjects. My strategies or approaches typically used to overcome these difficulties is to strive harder and study and make use of the time to study just discipline yourself. The main factors that motivate me to pursue and continue my studies in criminology is that I want to make my parents proud of me. Yes, I've been any experience that influences and have strengthened me because of my current situation, family problems and a lot of more. I keep myself motivated during stressful or difficult or in an academic through praying, surrender to God. The resilience strategy habits used to build or maintain is stay away from people who drug you down and just study and focus on study. The strategy or habits build or maintain is setting my academic goals, setting my personal understanding on how I pass the pass my subjects. The challenge I encounter is when the time I saw my midterm grade and I challenge myself to study harder and focus on academic my academic goals to pass my subject. The type of support system that I have is my family, especially my mother who is paying my tuition for taking care of me and working harder to be able to pay my expenses. My family, really support me or motivate me because I want them to. I want them to overcome our situation like financial needs or our funds. I don't have any additional resources that I can suggest to support my study's all I want is to make my parents proud and that's all. I will give advice to the incoming criminology students to just study, focus on your goals, set goals especially to your academics and just have fun Studying Criminology. I would suggest changes on a program or institution to be better support certain for coming academic struggles is to have some what you call this every Saturday those students who have a failure grade need to review or group study within the faculty teachers. I will envision my academic journey in criminology in shipping my future career and personal growth by setting goals to become a Registered criminologist and a PNP Personnel. I think we already discussed all the topics so there is nothing that I can add on.

Participants 2:

I choose criminology because since I was a child, that is what I wanted to be a police officer and it only align to criminology course so it can give me a guide to become a good public officer. Pressure because I thought it would be easy, but it's really hard, there are many challenges like in the forensic science especially in fingerprinting because I thought it is easy but it turn out to be hard to understand, also solving in fingerprinting is difficult too.

When I failed, my schedules changed because of my failing grade I became irregular students. You'll have to study so you don't fail ask other classmates and study the subject. My family and my goal is to become a public officer. The person that motivate me is my friends because it's hard to keep going and they are there to support me while in the time of struggle. My goal is to finish studying and my family is there to support me to pursue my dreams. So just study and pray let god lead my way. It is helpful to study and read the textbook and watch tiktok about criminology discussion and have time management. My family and friends give me motivation to continue in the studying despite my academic failures they give advice also for supporting my financial needs that I can afford just follow them and just study hard and I try my best, so that I can pass the subject. The advice that I can give is try to focus in your goal and do not be afraid to have failing grade because that is part of being a student. The things that I can suggest to the program to support students in overcoming academic struggles they need to have an assessment between the subjects and the learning of the students. I envision my academic journey that shape my future and personal growth is to build skills, develop critical thinking and encourage life long learning and adaptability in evolving criminal justice fields. I think we already discuss all my experience.

Participants 3:

I choose criminology because when I was a child I like to become a police officer and my dad also wanted me too, I can find a better job for my future. My current academic experience right now is okay but there are lots of struggles and pressure also sometimes I can't catch up with the lesson especially forensic science in fingerprinting. I'm having trouble with fingerprinting specifically in solving, It's really hard because there is solving and I think that is one of my weakness and we doesn't have any formula, all you need to do is to memorize it. To overcome this difficulties all I need to do is to study hard, I'll try and see how I can pass this subject and pray. My family, especially my dad, loves going on stage, that's what motivates me. To my aunt that's exactly what I'm saying, like you can do it, don't be discouraged because you'll surpass it soon. My dad said he wants to go on stage that's why I motivate myself. For me I shouldn't be lazy in studying and then just review. In forensic science before I always absent and miss quizzes that's why I lost my desire I overcome it through not doing the same things that I've done before, and I improve myself to study more. My family because whatever choices I made they are still in my side supporting me. My family is very helpful because if they are not here I think last year I already losing hope to study. Additional resources I wish to be available are books and fact-sheets that would help in study. My advice for the upcoming criminology is we should not lose our enthusiasm and do not be discouraged and just continue because school is not a race, there is a process. I can say to have a group study because some are slow and unable to catch up with the lessons and some teachers are fast, I envision my self to be part of the PNP or any bureaus. There is none that I can add on.

Participants 4:

I choose criminology because I want to serve my fellow men. I expected it to be easy but I found out it is difficult specially in a subject like CLJ because I couldn't catch up with it right away. Like forensic science it is not also easy to understand. It really affect my motivation because I am afraid to answer because I might be wrong. The approaches that

I'm applying is to study hard in advance so you don't have to be afraid in answering the questions. Just strive and trying hard to reach my future. My neighborhood they said just keep going for your future. To motivate myself during my stressful days is to study well. For me to be able to continue my schooling I have to try or work harder. The strategy for me to be able to catch up is to study so that I can catch up on the final so that I don't fail I have to study like my story my parents are good and school is for your dream I try to go to school to escape from my difficulties because I am given a gadget so that I can study I would advise them to try hard don't just pressure them into discussing so that it doesn't get difficult like time management, I won't be late respect each other and manage pride and anger.

Participants 5:

I choose criminology because I feel this is my passion during my senior days senior highest days and criminology is the best process to my goals. My expectation in criminology courses is more on mathematics criminology course financial and mental problem but I can manage and it guide me now in a near future. Academic experience that I face right now is pressure like major more on memorization but I can still manage if you will going to study. The academic struggle that I encounter is like joining advanced ROTC academic because my time in studying is being split into two cause I need to study at the same time I need to do my duty as an officer not totally that I can't management also I am a working student before but I need to prioritize my academic. It can affect your academic if you don't have anythings that you do, you need to have time management focus on your goal. To overcome this difficulties I need to work hard, in 24 hours in one day, 16 hours of that I'm studying everyday. The motivation that I have is my dream of becoming a police officer someday or any of the try bureau but it depend where I mean to be. Second is my family they are the one who provide my needs. The person that influence me is my older sister and my motivation to become an officer. Will for me I can manage my stressful days but it depends on every person to handle it. For me resilience is we are in a new generation now their are AI that can help you and of course study hard. One of the strategies on that is to study hard and do not enter or engage in any illegal activities. Example of my academic situation is I'm shy when it comes in oral recitation but I overcome it by facing my fear. The support system that I have is my family. My family is very helpful especially when I need their support. The additional resources that I wish available is smartphone because like for example there are things that you don't know you can access easily in the smartphone by searching it. My advice to the incoming criminology is that they should prepare there self because studying criminology is not that easy as they think. I can suggest that they well provide a scholarship. I envision my academic journey that will shape my future goal is to build skills, develop critical thinking. I think we already discuss all my experience.

Participants 6:

I choose criminology because it was what my uncle wanted it, I expected to be able to guide myself, because this is one of my option and I want to learn about laws, this course is very challenging because I failed, as a slow learner, there are many challenges that I would face especially when all the subjects is major, and I had to study at the same time. There are times that I lost my motivation because I had to think because I had failed, if you fail, you can't always get back up, you're always at the bottom, family and peers

because they are the ones I have if I need to talk to me if I can get a job or go to school if I have an action to take, they are the ones I can count on, if I ever get a job, I will buy them a house that I don't have to rent and I can give them everything they want and I can buy them what they want from the shopping mall if I ever get a job i will provide what he/she needs, pray because praying is really great, if you fail, don't be down if you fail, keep going because it's not too late, pray hard You should be with friends who think positively and want to succeed, when I failed my CLJ3, I tried hard no matter how difficult it was, I made my failure in CLJ3 a lesson because not all of us can fail, but don't lose hope, keep going, my family, because they gave me motivation to succeed, it was very effective because when I failed, they always supported me to get back up and keep going, Financial support because when I was studying for the summer, my parents didn't have money to study for the summer, my advice to incoming criminology students is to give yourself time to study because criminology is the most difficult course, if students fail, I shouldn't blame the teachers because I haven't tried and blamed the teachers but just as a suggestion, not because criminology wasn't my first choice, I don't have any other answer

Participants 7:

I choose this program because since I was a child I want to become a first law enforcement in the family. My expectation in this program is to enhance my knowledge and learning proper ways how to maintain laws and orders and I think its a perfect course. For me its really hard especially when you have a failing grade. The academic challenges I face is when it come in time management because I'm a working students and I don't have time to study. This has a very big impact for me because I go to school without reviewing. The strategies that I'm practicing is that praying and hopefully the teachers has good heart to help in our study. My family because they wanted me to have a job in the near future. I was influence in social media because the law enforcers are very active to capture criminal. I motivated myself during my stressful days to read books that can help in my study and playing mobile games. Resilience for me is the ability to persist despite academic setbacks and overcome challenges. For me I don't think it seriously when I failed in the subject instead I used that to strive more in studying. Challenges like for example when I go to school without reviewing or studying the subject and overcome it through short reading the fact sheets our teacher give as. The support system that support me is our instructor because they motivate me despite of having failing grade in his subject. Very effective because they enlighten me to study more and focus on my goals. The additional resources that I wish available that could help in our study is to have a books to read and can be used in our study. The advise that I can give to those incoming criminology students is to advance study to have advance learning. I can suggest that they should help the students who have academic struggle. This is very big help for me because it can shape me in my future goals. We already discuss all the topic so I think there is noting that I can add on.

Participants 8:

I choose criminology because when I was a kid I wanted to be a police officer and that's what my parents wanted and I also wanted a big salary, my expectations from this program are that it will connect me to my future and my dream job and I also wanted to study a lot, challenging because I need a lot of projects to do and theories to understand, the significant academic challenges that I faced is the major subjects especially the criminal law and

jurisprudence subject. It really has a big impact and stressful but still I can manage. For me to be able to overcome this difficulties is to watch motivational videos and focus on studying. My family and my dreams that motivate me to pursue in studying. Those who already graduated in this course that's the other thing that motivate me and strengthened my belief to continue in striving also those teachers. In times of stressful days just rest yourself but still continue when you gather your strength and don't forget to pray. For me resilience is to keep going no matter how difficult my course is and always study. Listen to the instructors of what they say and I just always remember where I started. Example of academic challenges that I encounter is when I failed in the criminal law and jurisprudence subject but I overcome it through studying. Actually the family, peers and mentors that help me to motivate myself and guide me in time of my academic journey. I wish there is someone that would guide me. The advice that I can give to those incoming criminology students is that keep yourself motivated and make sure that you are studying well. I think none because I know all the program that is being implemented by our dean is good, that all of us can benefit. As a criminology student for me criminology program really shape me and mold me shaping my future goal. Every subject is very challenging for me but it's a chance for me to become a better student.

Participants 9:

I choose criminology because there are many possible jobs and you can enter like different bureaus, my expectations are that to know about crimes and why they commit crimes and what are the reasons, challenging because you will know a lot of different terminology that you will encounter in every discussion and how to apply it to yourself, one of the challenges is having a failing grades and time management. It affect my motivation because I feel down when I failed the subjects. The strategies that I used to overcome this situation is to study hard and don't loose hope. My family is my inspiration that I should finish my degree. Will the experiences that motivate me is those people who look down on me I made them as my motivation that they are wrong of what they have think. I motivated myself during stressful days by always think positive and believe on yourself. For me resilience is to adapt in your environment specially like me that I have some subjects that is being behind. Believing in yourself that you can overcome everything and study always and pray every day. Example of that challenges is when I failed in the subjects but still continue striving. The family and mentors that help me to be motivated to study and just focus on my goal. There is nothing that I can suggest. The advice that I can give to those incoming criminology students is to study and do your best. I don't think of any changes that need to be change in the program or institution. As a criminology student this program really shape me in achieving my future goal. There is noting that I can add on.

Participants 10:

I choose criminology because I want to be the first to become a law enforcement officer in my family, my expectation is that I can learn the laws and proper ways of maintaining laws and orders and I think this is the perfect course for me to achieve my dream, currently it is difficult like majors, you need to study it because that's what you can do. The most common things that I faced in criminology specifically the research, very difficult to find participants to interview. Sometimes I feel really down because what if I can't do it but I encourage myself to do it. Sometimes I take a break because sometimes I can't do it then

try again, my family because they are the main reason why I took this course, yes especially when I encounter a subject that is very difficult, I always think that once you get past it, you can do everything, if ever you can't do it then rest, if it's too difficult, sometimes I fight then talk to my friends then focus on the important things, like for example loaded major subjects, it's hard to manage, but all you need to do is to have time to study. what motivates me is my family and friends, if I ever get really down, they're always there and its very effective to have them by my side because without them, I can't handle my stress and my problems, yes, especially those tablets, computers, and printers, they're really needed, especially now that I'm in college and I have research, my advice to them is to just study and focus on their goals and not hang out with friends like those who drink, I think they should give you projects slowly, but over all its all goods because the way they teach as the students can learn. I see myself to become successful through this program. There is nothing that I can add on.

Peer1:

For me, I have a friend or classmate who failed in some subject in major and I can see from their feelings that they have a problem with that subject, I known them since we enrolled in our first year college in criminology. Usually the academic problems they have faced is the majors subjects. When they have failing grade they feel sad and loses his their motivation. I think there family and friends and that motivate them not to lose his motivation and continue no matter how difficult he encounters. Will, I saw one of my friend who have failing grade but still continue on there studies despite setbacks. All I can do to my friends when the there is a time that is difficult is to help them overcome, and I share my knowledge regarding my learning in our major subjects. It is important to have circle of friends cause they make you happy and help you in times of difficulties. I noticed that they are motivated when they find there comfort zone and pursue there carer and they keep studying despite setbacks. The advice that I can give to my fellow classmates and students who are struggling in their studies is just enjoy your life as a student and work harder to achieve your goal. For me friends is not just your friends alone they are their for you to stand firm with your difficulties and fight what you are fighting for. There is nothing that I can add on because we already discuss all the topic.

Teacher1:

My role, first is a second parents of students cause I'm a faculty and a role model, my experience is okay because I was able to stay in this institution. I've been teaching here for over 16 years and the subject that typically handle are forensic ballistics, Correctional Administration and before Law Enforcement Administration. The overall impression on their academic is actually the same as those who just enrolled but there is a little development but not enough that I can say that they can passed. The most common difficulty they encounter that I have observe is they don't know how to analyze and applied there critical thinking some don't know how to read and spell and also their memorization are not very fluent. Positive perception towards students because despite the challenges they encounter still continue their education. I have one student that until now still went to school because of the influence of his sister and aside from that he already have a family. Financially I can't, but psychology, emotionally and more on assessment. I can support and assist and a little consultation for the topic to put in the brain and develop study habit

the know how to prioritize and not always get tired. During class lecture when there is a topic that would relate a little in order for this student to be encourage in participate in the class. There's a big rule actually because he doesn't have friends and he can't ask and get advice and that's why doesn't like to go to school. The nature in here is not balanced but again not all teachers, but there are other faculty that are just part of schooling. whenever I tackled a sensitive topic I always remind them that no matter what they went through they are not alone and also always inform them to be more cautious in having to perceive the topic for their life. The challenges that I always encounter, they are very stubborn, some students are hard to teach even though I always recap the previous topic but they still can't understand I don't know if it is something to do with the teaching or they have responsibilities in their home or it is something to do with their brain that can't process immediately. The institution does a lot of things like seminars, study habits, maybe it is something to do with the students. Keep on fighting, if the students are fighting with their struggle, there is a saying that I can fail you but I can't stop you. My rules is very important because if the student considers me as a role model. the more the student sees his teacher trusting him, he will motivate the student. That's why they say that if they don't give up, they will finish.

APPENDIX D

THESIS / RESEARCH DATA GATHERING APPROVAL FORM



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV

ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: September 11, 2025

Name of Authors: Gumera, Delvic C., Aguinid, Kennymike T., Sultan, Abdul Basit H., Mathesay, Jesua L.

College/Department: College of criminology

Research Title: "Journey of Endurance: The Motivation Behind Criminology Student Who Persist Despite Academic Failure"

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐

Quantitative

☒

Qualitative

☐

Experimental

☐

Approved Research Title
& Problem/Objectives

☐

Approved Data
Gathering Procedure

☐

Approved Data Gathering
Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

☐

Survey

☒

Interview

☐

Experimentation

☐

Laboratory Testing

d. Place of Implementation/Study Area: Misamis University

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐

Own private vehicle

☐

public utility vehicle

☐

rental

☐

Others, please
indicate _____

e. Date/s of Implementation/Sampling: September 15, 2025

Attachments:

☒

Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted

☐

Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

Analita B. Alvarico
Thesis/Research Adviser

Moncky Y. Ordoñez, DIT
Thesis/Research Instructor

Approved by:

Jose F. Cuyos Jr., PhD
College Dean

CONTROLLED DOCUMENT

APPENDIX E

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator

(Nagtuon): Gumera, Nelvie C., Aguinid, Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L.

Course: Bachelor of Science in Criminology

College: College of Criminology

Email / Contact Number: 09108830767

Thesis Title: "Journey of Endurance: The Motivation Behind Criminology Students Who Persist Despite Academic Failures."

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Gumera, Nelvie C., Aguinid, Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L.</u>, the principal researcher/investigator of the study entitled "<u>Journey of Endurance: The Motivation Behind Criminology Student Who Persist Despite Academic Failures.</u>" I am a student under the program <u>Criminology</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>community members</u> as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si <u>Gumera, Nelvie C., Aguinid, Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L.</u>, ang nagpahigayon sa pagtuon kabahin sa "<u>Panglakaw sa Paglahutay: Ang Motibasyon Luyo sa Estudyante sa Kriminolohiya Nga Nagpadayon Bisan Pa sa mga Kapakyasan sa Akademiya.</u>" Ako usa ka estudyante sa <u>programa nga criminology</u> sa Misamis University. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahagnglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnong ka nga makapangutana</i>

	<i>kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (<i>Katuyoan</i>)	The purpose of this study is to <u>examine the academic challenges and resilience of students pursuing criminology and to understand what motivates them to study criminology. Through the investigation of the difficulties they encounter and how they adapt to overcome them, the research hopes to offer insight into the role of resilience and motivation in their academic and personal development. This research is of utmost importance to further support systems specific to students of criminology, whose academic and emotional challenges are occasioned by contact with crime-oriented material and fieldwork demands. Through examining academic difficulties, resilience, and motivation in conjunction with one another, the research is able to inform educators on action steps for planning interventions that focus on psychological wellness while promoting scholastic accomplishment.</u> <i>(Ang katuyoan niini nga pagtuon mao ang pagsusi sa mga hagit sa akademiko ug kalig-on sa mga estudyante nga nagtuon sa kriminolohiya ug pagsabot kung unsa ang nagdasig kanila sa pagtuon sa kriminolohiya. Pinaagi sa pag-imbestiga sa mga kalisdanan nga ilang nasinati ug kung giunsa nila pagpahiangay aron mabuntog kini, ang panukiduki naglaum nga makahatag og panabut sa papel sa kalig-on ug motibasyon sa ilang akademiko ug personal nga kalamboan. Kini nga panukiduki labi ka hinungdanon aron mapadayon ang pagsuporta sa mga sistema nga piho sa mga estudyante sa kriminolohiya, kansang mga hagit sa akademiko ug emosyonal nga gipahinabo sa pagkontak sa materyal nga naka-focus sa krimen ug mga gipangayo sa fieldwork. Pinaagi sa pagsusi sa mga kalisdanan sa akademiko, kalig-on, ug motibasyon nga dungan sa usag usa, ang panukiduki makahimo sa pagpahibalo sa mga magtutudlo sa mga lakang sa aksyon alang sa pagplano sa mga interbensyon nga naka-focus sa sikolohikal nga kaayohan samtang nagpasiugda sa kalampusan sa eskolar.).</i>
Type of Research Intervention (<i>Matang sa Interbensyon sa Pagtuon</i>)	This study will be conducted through interviews. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants	The selection of the participants is based on the following inclusion criteria: they 1) have experienced significant academic failure; 2) have demonstrated persistence by continuing their academic journey

<i>(Pagpili sa mga Partisipant)</i>	despite setbacks; and 3) be willing to share their experiences through in-depth interviews. Teachers and peers were also purposively chosen to provide additional perspectives on the students' motivation and resilience. Inclusion criteria for teachers and peers included having direct experience with the students during their academic challenges and willingness to share their observations through interviews. The combined insights from students, teachers, and peers ensured a comprehensive understanding of the motivational factors behind academic persistence. <i>(Ang pagpili sa mga partisipante gibase sa mosunod nga mga criteria sa paglakip: sila 1) nakasinati og dakong kapakyasan sa akademiko; 2) nagpakita og pagkamakanunayon pinaagi sa pagpadayon sa ilang akademikong panaw bisan pa sa mga kapakyasan; ug 3) andam nga ipaambit ang ilang mga kasinatian pinaagi sa lawom nga mga interbyu. Ang mga magtutudlo ug mga kaubanan gipili usab nga tinuyo aron makahatag og dugang nga mga panan-aw sa motibasyon ug kalig-on sa mga estudyante. Ang mga criteria sa paglakip alang sa mga magtutudlo ug mga kaubanan naglakip sa pagbaton og direktang kasinatian uban sa mga estudyante atol sa ilang mga hagit sa akademiko ug kaandam nga ipaambit ang ilang mga obserbasyon pinaagi sa mga interbyu. Ang hiniusa nga mga panabut gikan sa mga estudyante, magtutudlo, ug mga kaubanan nagsiguro sa usa ka komprehensibo nga pagsabot sa mga hinungdan sa pagdasig sa luyo sa akademikong pagkamakanunayon).</i>
Voluntary Participation <i>(Boluntaryo nga Partisipasyon)</i>	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure <i>(Pamaagi)</i>	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o</i>

	<i>sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)</i>
Duration (Gidugayon)	The gathering of data through the interview will last for 45 minutes to 1 hour. <i>(Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 45 ka minuto taman 1 ka oras.)</i>
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (Kaayohan)	This study will enable you to shed light or provide understanding about the <u>journey of endurance: the motivation behind criminology student who persist despite academic failures</u>. Thus, your responses shall be highly valued being deemed important in the field of <u>Criminology</u>. <i>(Kining pagtuon makatabang nimo sa paghatag og kahayag o pagsabot bahin sa <u>panaw sa paglahutay: ang motibasyon luyo sa mga estudyante sa kriminolohiya nga nagpadayon bisan pa sa mga kapakyasan sa akademiko</u>. Busa, ang imong mga tubag pagaisipon nga importante sa natad sa Kriminolohiya.)</i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data (Pag-	Only the researcher will have access to the information and responses of the participants. The personal identifying information

amping sa Datos)	of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings (Pagpaambit sa Nakaplagan)	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimpronta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): <u>Gumera, Nelvie C., Aguinid, Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L.</u> Cellphone Number/s: <u>09108830767</u> e-mail ad: <u>nelviegumera28@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand

	the interview questions and that possible follow-up interviews may be undertaken. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): <u>Gumera, Nelvie C., Aguinid, Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L.</u>
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PART II. CERTIFICATE OF CONSENT
This research entitled “Journey of Endurance: The Motivation Behind Ciminology Student Who Persist Despite Academic Failure” by Gumera, Nelvie C., Aguinid Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L., with the aim of gathering information and data pertaining to <u>examine the academic challenges and resilience of students pursuing criminology and to understand what motivates them to study criminology. Through the investigation of the difficulties they encounter and how they adapt to overcome them, the research hopes to offer insight into the role of resilience and motivation in their academic and personal development</u>, has been presented and explained to me clearly. Since the study involves <u>criminology students</u>, I am chosen as one of the participants. <i>(Kini nga pagtuon gititulohan, “<u>Panglakaw sa Paglahutay: Ang Motibasyon Luyo sa Estudyante sa Kriminolohiya Nga Nagpadayon Bisan Pa sa mga Kapakyasan sa Akademiya</u>” ni Gumera, Nelvie C., Aguinid Kennymher T., Sultan, Abdul Basit H., Mahusay, Joshua L., nga adunay tumong sa pagkuha og impormasyon ug datos kabahin</i>

sapagsusi sa mga hagit sa akademiko ug kalig-on sa mga estudyante nga nagtuon sa kriminolohiya ug pagsabot kung unsa ang nagdasig kanila sa pagtuon sa kriminolohiya. Pinaagi sa pag-imbestiga sa mga kalisdanan nga ilang nasinati ug kung giunsa nila pagpahiangay aron mabuntog kini, ang panukiduki naglaum nga makahatag og panabut sa papel sa kalig-on ug motibasyon sa ilang akademiko ug personal nga kalamboan, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa estudyante sa kriminolohiys, ako napilian isip usa sa mga partisipante.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): _____

Signature of Participant (Pirma sa Partisipante): _____

Date:

[MM/DD/YYYY] _____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness
(Ngalan ug Firma sa Testigo)

Thumb mark

APPENDIX F

PARENT'S CONSENT

	MISAMIS UNIVERSITY <i>Ozamiz City</i> Department of Student Affairs & Services
MU-DSAS-006/02June2026	
PARENT'S CONSENT	
Sponsoring Group/Organization	
I am allowing my son/daughter/ward, <u>Abdul Basit H. Sultan</u>, to join the <u>Research Interview</u> (activity) to be held on <u>September - October</u> at <u>Misamis University</u> under the supervision of <u>Angelita B. Alvarico</u> (Adviser/Faculty). I understand that Misamis University exercises the necessary safety precautions in this activity. In consideration of the benefits to be derived from the above activity, I expressly waive any and all claims against the administration or any member of the faculty and staff of the Misamis University on account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with the aforementioned activity.	
 <u>Lorilee H. Sultan</u> Signature over printed name of Parent/Guardian  <u>Abdul Basit H. Sultan</u> Signature over printed name of Student	<u>05-06-2026</u> Date <u>05-06-2026</u> Date
<i>Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.</i>	
SUBSCRIBED AND SWORN to before me, this <u>MAY 06 2026</u> day of <u>OZAMIZ CITY</u>, Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of his/her personal identity.	
Doc. No. <u>274</u> Page No. <u>57</u> Book No. <u>11</u> Series of <u>2024</u>	ATTY. REY B. BINAG, RMT Notarial Commission No. 2025-18 Notary Public for Ozamiz City and Clarin City Hall Drive, Bernad Subdivision, Aguada, Ozamiz City PTR No. 6007751; 01/05/2026; Ozamiz City IBP O.R. No. 576165; 12/29/2025; Pasig City Attorney's Roll No. 70648 MCLE Compliance No-VIII-0014127; Valid until 04/14/2028 _____ Notary Public Until _____ PTR No. _____ IBP No. _____ TIN No. _____ Roll No. _____

APPENDIX G

DOCUMENTATION



We conducted a one-on-one survey interview with a respondent to gather data from criminology students.



We conducted a one-on-one survey interview with a respondent to gather data from student peer.



We conducted a one-on-one survey interview with a respondent to gather data from criminology students.



We conducted a one-on-one survey interview with a respondent to gather data from criminology students.

A personal interview with the selected participants.

APPENDIX H

CERTIFICATE OF PUBLICATION



Certificate of Publication

This is to certify that

Nelvie C. Gumera

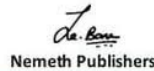
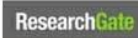
Has published an article entitled

**Journey of Endurance: The Motivation behind Criminology Students Who
Persist Despite Academic Failures**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Kennymher T. Aguinid

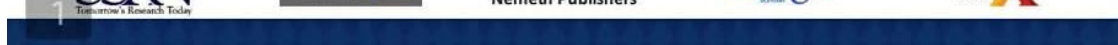
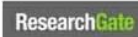
Has published an article entitled

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Mediterranean Journal of Basic and Applied Sciences



CERTIFICATE OF PUBLICATION



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| Website: www.mjbas.com | Quarterly International Journal | Email: mjbaseditor@gmail.com |
| ISSN: 2581-5059 | Impact Factor: 5.971 | Ref. No.: MJBAS/2025/79393 |

Certificate of Publication

This is to certify that

Abdul Basit H. Sultan

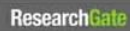
Has published an article entitled

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| ISSN: 2581-5059 | Impact Factor: 5.971 | Ref. No.: MJBAS/2025/79393 |

Certificate of Publication

This is to certify that

Joshua L. Mahusay

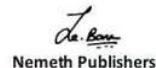
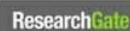
Has published an article entitled

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APPENDIX I

TURNITIN TEST RESULT



Page 2 of 95 - Integrity Overview

Submission ID tm:oid:::28447:138484425

16% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography

Exclusions

- 1 Excluded Source

Match Groups

-  **173 Not Cited or Quoted 12%**
Matches with neither in-text citation nor quotation marks
-  **79 Missing Quotations 4%**
Matches that are still very similar to source material
-  **7 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 9%  Internet sources
- 4%  Publications
- 13%  Submitted works (Student Papers)

CURRICULUM VITAE



PERSONAL INFORMATION

Name : NELVIE C. GUMERA
Address : P-1 Capucao C. Ozamiz City
Date of Birth : June 28,2001
Place of Birth : Ozamiz City
Father's Name : Nestor H. Gumera
Mother's Name : Vivian C. Gumera
Religion : Roman Catholic

EDUCATION BACKGROUND

College : Bachelor of Science in Criminology
Misamis University
H.T. Feliciano St., Aguada,Ozamiz City
May 2026

Senior High School : Jose Lim Ho National Senior High School
Calabayan, Ozamiz City
May 2019

Junior High School : Jose Lim Ho National High School
Calabayan, Ozamiz City
April 2017

Elementary : Antero D. Hinagdanan Elem. School
Liposong, Ozamiz City
March 2012

SEMINARS AND TRAINING ATTENDED

DATE	TITLE
11/20/2023	Seminar Workshop on Dactyloscopy
02/20/2026	Public Speaking in Misamis University

CURRICULUM VITAE

PERSONAL INFORMATION

Name : JOSHUA L. MAHUSAY
Address : Purok 4 Tabid Ozamis City
Date of Birth : June 18 2001
Place of Birth : Cebu City
Father's Name : Arvin Mahusay
Mother's Name : Jovie Mahusay
Religion : Catholic



EDUCATION BACKGROUND

College : Bachelor of Science in Criminology
Misamis University
H.T. Feliciano St., Aguada, Ozamiz City
December 2026
Senior High School : Asian Institute of Computer Studies
Montalban Branch
May 2022
Junior High School : Talisay City National High School
Barangay Polacion, Talisay City Cebu
April 2020
Elementary : Tabunok Central Elementsry School
Sangi Road Corner Rabaya St., Tabunok, Talisay City Cebu
March 2016

SEMINARS AND TRAINING ATTENDED

DATE	TITLE
11/20/2023	Seminar Workshop on Dactyloscopy

CURRICULUM VITAE



PERSONAL INFORMATION

Name : ABDUL BASIT H. SULTAN
Address : Purok Malinawon Barangay Tinago Ozamiz City
Date of Birth : November 26, 1999
Place of Birth : Ozamiz City
Father's Name : Allan D. Sultan
Mother's Name : Lorilee H. Sultan
Religion : Islam

EDUCATION BACKGROUND

College : Bachelor of Science in Criminology
Misamis University
H.T. Feliciano St., Aguada, Ozamiz City
December 2025
Senior High School : Ozamiz City National High School
Lam-an Ozamiz City
May 2022
Junior High School : Ozamiz City National High School
Lam-an Ozamiz City
May 2020
Elementary : Marawi Elementary School
Marawi City
May 2025

SEMINARS AND TRAINING ATTENDED

DATE	TITLE
11/20/2023	Seminar Workshop on Dactyloscopy

CURRICULUM VITAE



PERSONAL INFORMATION

Name : KENNYMHER T. AGUINID
Address : Poblacion, Kolambugan Lanao Del Norte
Date of Birth : March 10,2003
Place of Birth : Kolambugan Lanao Del Norte
Father's Name : Arnel L. Aguinid
Mother's Name : Elvie T. Aguinid
Religion : Catholic

EDUCATION BACKGROUND

College : Bachelor of Science in Criminology
Misamis University
H.T. Feliciano St., Aguada, Ozamiz City
December 2025
Senior High School : Holy Cross High School
Kolambugan Lanao Del Norte
May 2022
Junior High School : Holy Cross High School
Kolambugan Lanao Del Norte
April 2020
Elementary : Holy Cross Elementary School
Kolambugan Lanao Del Norte
March 2016

SEMINARS AND TRAINING ATTENDED

DATE	TITLE
11/20/2023	Seminar Workshop on Dactyloscopy