

**ACHIEVING EXAMINATION SUCCESS IN CRIMINOLOGY: AN
EXPLORATION OF EFFECTIVE STUDY TECHNIQUES**

A RESEARCH PAPER

Presented to
the Faculty of the College of Criminology
Misamis University
Ozamiz City

In Partial Fulfillment
of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

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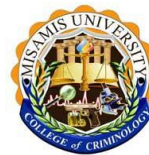
January 2026



Misamis University

Ozamiz City

COLLEGE OF CRIMINOLOGY



CERTIFICATE OF PANEL APPROVAL

The research paper attached hereto, entitled “**ACHIEVING EXAMINATION SUCCESS IN CRIMINOLOGY: AN EXPLORATION OF EFFECTIVE STUDY TECHNIQUES**”, prepared and submitted by **CHARLENE L. BUOT, ERIKA E. FUENTEVILLA, JOHN BRYAN D. PEREZ AND DESIREE S. BACORNAY**, in partial fulfillment of the requirements for the degree **BACHELOR OF SCIENCE IN CRIMINOLOGY**, is hereby recommended for approval.

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ABSTRACT

Education plays a vital role in preparing students for professional careers, particularly in demanding fields such as criminology. This study explores the crucial role of effective study habits in shaping the academic success of future criminologists. The research investigated the criminology students' study habits towards attaining examination success, including their experiences, challenges, and ways of coping. This study utilized qualitative research design and used purposive sampling that took place in one of the university in northern Mindanao with 10 participants who were interviewed by researchers through self made questionnaires. Results indicated that students frequently had interactive engagement with content via instruction, writing, speech, and group study to enhance understanding and recall. Nevertheless, challenges in time management, procrastination, and anxiety often resulted in cramming and heightened pressure. Nonetheless, resilience was observed among students who employed tactics such as early planning, teamwork, and stress management to improve performance. The results highlight that effective study strategies, including active recall, spaced repetition, and discussion with peers, have a direct influence on academic preparedness, performance, and well-being, as poor time management and unresolved pressure are barriers to success. Therefore, the research suggests that students embrace systematic studying and that institutions offer workshops, mentorship, and counseling to help ensure productive learning environments. In all, the study emphasizes the necessity of evidence-based studying in enhancing academic performance and equipping criminology students for criminal justice careers.

Keywords: *Academic performance, Criminology students, Examination success, Stress management, Study techniques*

DEDICATION

First and foremost, this research is presented to our Omnipotent God, whose wisdom, guidance, and blessings have kept us going from the start until the finish of this research.

and also

We also dedicate this work to our friends and classmates, whose company and shared experiences have encouraged us to keep moving on.

and

To our families, who have been our source of love, inspiration, strength, and encouragement from the very beginning of our academic life. Their sacrifice and unending support have boosted our spirits and urged us to work hard regardless of the challenges we were faced with.

The Researchers

ACKNOWLEDGMENT

The researchers would like to express their sincerest appreciation to all those who helped in bringing this research to a realization;

To Prof. Angelita B. Alvarico, MSCrim, our research adviser has always been present whenever we need her to enhance our manuscript.

To Dr. Markdy Y. Orong, DIT, our subject adviser for CRIM 7 and 8, Dr. Jose F. Cuevas Jr., PhD, our Dean in the College of Criminology, Prof. Bernaflor B. Canape, MSCJ and Prof. Teopisto Y. Culanag, MSCrim our panel members, for their professional criticisms and scholarly suggestions;

To Misamis University headed by the University President, Dr. Karen Belina F. De Leon, for her continuous support;

To the committed Criminology students whose experiences and perceptions enabled this study to become a reality.

To the parents and friends, for their unwavering moral support and encouragement that has helped us throughout this endeavor and have been our source of strength and motivation.

To thank Ms. Joanavic Alduhesa, Ms. Janna Jane Andoy, Ms. Erika Fuentevilla, Mr. Mark C. Eliaca for their constant encouragement, considerate presence, and liberal offering of food and words of encouragement greatly supported us.

To the Almighty God, whose strength granted us nourishment, heavenly direction, reliance, safeguarding, and favor in undertaking this research.

Researchers

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INTRODUCTION

Background of the Study

Education plays a fundamental role in both personal and professional Thinking. Examinations assess students' understanding and retention of learned material, focusing on both strengths and areas needing improvement (Darling et al., 2022; Burns, 2020). Effective study techniques such as active recall, spaced repetition, and summarizing key concepts boost long-term memory and comprehension, creating a structured study schedule helps manage time efficiently and reduces last-minute cramming (Tang et al., 2020; Thornhill-Miller et al., 2023) by combining smart study habits with self-discipline and regular review, students can significantly improve academic performance and confidence.

Students in higher education, especially those enrolled in rigorous programs like criminology, face a multitude of challenges that can impact both their academic success and overall well-being. These challenges often include managing heavy workloads, balancing academic and personal responsibilities, and traversing complex subject matter that requires both theoretical understanding and practical application (Darling-Hammond et al., 2023). Criminology students, in particular, must deal with intricate topics ranging from criminal law and forensic science to investigative techniques, all of which demand critical thinking and analytical skills. These academic pressures are compounded by the mental and emotional strain that many students experience, which can further impede their ability to perform well in their studies (George, 2024).

Given these challenges, understanding and implementing effective study techniques is crucial for academic success. Research shows that students who employ

active learning strategies, such as self-testing, spaced repetition, and critical reflection, perform better in examinations compared to those who rely on passive study methods like re-reading or memorization (Brown et al., 2021; Dunlosky et al., 2020). In addition, effective time management, goal setting, and the use of organizational tools have been identified as key factors in helping students manage academic stress and improve performance. For criminology students, the ability to integrate and apply knowledge from various disciplines, such as law, psychology, and forensic science, means that strategic and targeted study techniques are essential for mastering the course material (Schwartz et al., 2021).

Moreover, the importance of fostering a supportive academic environment where criminology students can actively engage with their peers, share perspectives, and collectively process complex topics such as crime theories, forensic analysis, and legal principles. academic success in criminology is not only linked to individual study habits but also to collaborative learning environments. Studies show that students who engage in peer learning, group discussions, and study groups tend to have a deeper understanding of the subject matter and perform better on assessments (Zepke et al., 2022). This is particularly relevant in criminology, where the interdisciplinary nature of the field benefits from collaborative analysis and discussion of case studies, legal principles, and investigative procedures.

The effective study techniques go beyond mere exam preparation they are essential tools for navigating the complexities of their academic programs. Employing a combination of active learning, time management, and collaborative approaches, students can enhance their understanding of the material, reduce stress, and ultimately achieve

better academic outcomes (Pascarella et al., 2022; Wong et al., 2023). These strategies are critical not only for examination success but also for building the skills necessary for future careers in criminal justice the passage is that effective study techniques are vital for academic and professional success, as they help students manage complex coursework, reduce stress, and build essential skills for future careers particularly in fields like criminal justice by promoting active learning, time management, and collaboration. Some of the common challenges include heavy workloads, balancing personal commitments with academic responsibilities, and the increased independence and expectations that characterize college life. The pressures of high-stakes examinations make the stress and anxiety levels of the students increase with fear of failure and the want to achieve one's academic goal (Bragg, 2024; Jerrim, 2023; George, 2024).

These pose not only the challenge to their performance but may also have some permanent effects on their mental health, which has raised the necessity of effective support systems within institutions of learning. Mastered study techniques greatly enhance students' learning experiences and academic performance because they are well-structured methods of learning complex material. College students face challenges such as heavy workloads, balancing personal and academic responsibilities, and coping with increased expectations. High-stakes exams add stress and anxiety, potentially affecting both performance and mental health. These issues highlight the need for strong institutional support systems. Effective study techniques can significantly improve learning and academic success by providing structured approaches to mastering complex material. The multiplicity of topics like criminal law, psychology, and sociology creates the need for comprehensive knowledge about several concepts and their relationships. In

this regard, effective study strategies play a crucial role because they allow students to handle the immense material and develop critical thinking skills needed to analyze criminal behavior and justice systems (Kraska et al., 2020). Some of these methods include spaced repetition, active recall, and collaborative learning; they all lead to increased information retention and comprehension, hence proving to be tools for effective learning. These techniques are relevant in that they provide a means to address different learning styles, thereby enabling students to find strategies that best suit their individual needs. In the long run, the use of effective study techniques does not only boost academic performance but also leads to a deeper engagement with the subject matter, hence a more enriching educational experience. Criminology education is, by its very nature, uniquely challenging (Schram et al., 2023).

A theoretical understanding has to be practically applied, all in the light of ethical considerations in the discipline. Therefore, by utilizing appropriate study methods, criminology students will not only have better academic success but also better prepare themselves for the multifaceted demands of careers in law enforcement, legal practice, and social justice (Gardner, 2021). One effective way to study for exams and succeed academically is crucial for students; in fact, in high-stakes environments. Some of these techniques include very detailed study scheduling, active recall, and conducting practice exams in order to strengthen retention and understand the material even better (Desalegn et al., 2023). Notably, no discussion of exam preparation would be complete without addressing the importance of structured study routines-the study framework that would guide the distribution of time effectively, reduce last-minute cramming, and thereby lower stress levels (Colanggo et al., 2024). By following a strict study plan, students

build their confidence as well as increase their performance and make sure that they are equipped with the tools needed to conquer their exams.

There is a literature gap in the literature concerning study techniques specifically for criminology students, which points to a need for qualitative research in this area (Bachman et al., 2019). While quantitative studies tend to focus on general academic performance metrics, they might miss the subtler distinction experiences and perspectives of students as they navigate the complexities of criminology education. Understanding these lived experiences is crucial as it would unveil the special challenges and effective strategies students in this field resonate with (Cachelin & Nicolosi, 2022). With the use of qualitative research, educators and researchers can gain deeper insights into how criminology students approach their studies so they can inform on more effective support systems and tailor study techniques to enhance more success in their academic affairs. Specific study techniques are used by criminology students to improve their learning and prepare for exams (Knoch et al., 2020). Some of the common techniques include mind mapping, which helps in visualizing complex relationships between concepts, and group study sessions that facilitate collaborative learning.

These methods not only promote a deeper understanding of the material but also foster critical thinking and retention, which are essential for success in the field. Such study techniques will ensure that criminology students enhance their exam readiness and thus will perform better in the exams. This, therefore, increases confidence in knowledge and skills (Taya, 2025). This study will benefit educators and curriculum developers as it provides them with valuable insights into the study practices of criminology students. The effective techniques and strategies that lead to student success can be used by

educators to tailor their teaching methods and curricular content to better support learners in this field (Thelma et al., 2024; Killen & O'Toole, 2023). Structured study routines, mentorship programs, and practical applications integrated into the curriculum can all be recommendations that increase engagement and retention (Tinoco-Giraldo et al., 2020; Hairon et al., 2020) Improvements such as these can eventually result in more effective study practices among criminology students, forming a more solid basis for their careers in the criminal justice system (Moriarty & Parsons-Pollard, 2024; Stogner, 2022; Khan & Sultana 2021).

This study will foresee the effectiveness of study techniques used by criminology students to succeed in exams and enhance academic performance, with the goal of improving educational practices within criminology programs. By identifying evidence-based strategies, the research seeks to support both student success and the effectiveness of criminology education, ultimately contributing to a more competent and well-prepared workforce (Keith et al., 2020). Although prior research has explored student well-being and academic performance, only a few studies such as “The Study Journey of Success: Exploring Strategies and Resilience among Successful Criminologist” by Colanggo et al., 2024, “Structural Equation Model on Adolescent Resilience among Criminology Students” by Estrellanes et al., 2020, and “School Crisis Management of Criminology Students at Guimaras State College” by Pillora et al., 2020 have specifically examined the intersection of stress, resilience, and study techniques in criminology students.

This study addresses a population gap by focusing on the unique stressors these students face, such as exposure to intense content on crime and forensics, and how these challenges shape their study habits, aiming to improve both academic outcomes and

overall well-being. The research gap lies in the lack of criminology-specific academic strategies that effectively prepare students for the unique intellectual and practical demands of criminal justice careers, leaving them underprepared despite their exposure to both theoretical and applied aspects of the field.

Theoretical Framework

This study was anchored on Constructivist Learning Theory by Jean Piaget in 1970 and Self-Regulated Learning Theory by Barry Zimmerman in 1990.

Constructivist learning theory emphasizes that the learning process involves learners playing an active role in the construction of their understanding and knowledge of the world by experience and reflection (Mohammed, 2020; Kusuma, 2021). Jean Piaget developed the theory to support the argument that learning was not the result of the absorption of information but a conscious, intentional, and highly individual process that takes place with new ideas formed through an accumulation of previous knowledge and present information. Piaget suggested that cognitive development takes place in stages, and students must be actively involved in the environment for the understanding of a subject (Waite-Stupiansky, 2022; Nnorom et al., 2020).

It often comes with problem-solving, exploration, and hands-on activities, making the connection of abstract ideas with reality possible for the student (Chen et al., 2020; Yannier et al., 2020). Constructivist learning promotes an education culture in which instructors have to construct the learning environments for inquiry, collaboration, and critical thinking in students (Kurniawan et al., 2021; Sasson et al., 2022; Mhlongo et al., 2023). Teachers act as facilitators or guides, providing students with opportunities to explore concepts and encouraging them to ask questions and seek answers (Doyle, 2023;

Goshtasbpour et al., 2022). This approach fosters a deeper understanding of the material, as students are more likely to retain information that they have actively engaged with rather than passively received. For criminology students, constructivist principles can be applied to enhance their ability to analyze complex issues in criminal behavior and justice systems, as they learn to integrate theoretical knowledge with practical experiences.

Constructivist learning theory also recognizes the role of social interaction in the learning process (Rannikmäe et al., 2020; Wu, 2023). Collaborative learning experiences, such as group discussions and peer teaching, allow students to share diverse perspectives and challenge each other's thinking (Loh & Ang, 2020; Jacobs & Ivone, 2020). The social aspect of learning is crucial in criminology and is a pertinent factor in the education process. As such, a variety of perspectives and ethical considerations should be understood. Thus, through interaction with fellow students, much critical thinking is achieved, and of course, insights are gained on various pieces of information. This should influence academic outcome positively.

Constructivist Learning Theory has the potential to transform classic trends in teaching into a more dynamic and interactive learning process (Steffe & Ulrich, 2020; Gros & García-Peñalvo, 2023). It means, therefore, that the theory can not only make knowledge more retained but also equips students with critical thinking skills, problem-solving skills, and collaboration skills, which are fundamental skills in learning (Tan, 2021). In criminology education, applying constructivist principles may better prepare students for the complexities they will face in their future careers, thus being equipped with tools to effectively tackle real-world challenges (Turgoose, 2024). Ultimately, this approach promotes a deeper, more meaningful learning experience that empowers

students to take ownership of their education and develop a lifelong love for learning. The Self-Regulated Learning Theory, developed mainly by Barry Zimmerman, focuses on the processes through which learners take control of their own learning experiences. According to this theory, effective learning is self-monitored, goal-setting, and self-reflection in order for students to assess their understanding and adjust their strategies accordingly. A self-regulated learner takes an active approach in learning: He or she will set goals specific and achievable, develop plans on how to attain these goals, and reflect on their own progress. The approach enhances student autonomy and control of learning. Ownership and motivation for learning thus enhance (Tran & Duong, 2020).

Forethought, performance, and self-reflection constitute a cycle as one of the significant components of the Self-Regulated Learning Theory. In the forethought phase, learners set specific goals and strategize their way of performing tasks based on their strengths and weaknesses (Karimi-Mamaghan et al., 2022; Yan, 2020). Then, in the performance phase, they execute these strategies while closely monitoring their own progress and make necessary adjustments to improve. Last, in the self-reflection phase, they evaluate their performance through reflection on what worked well and what did not. This cycle is therefore continuous, helping students develop metacognitive skills, where they can think about their learning processes and outcomes critically. In school settings, Self-Regulated Learning Theory can really improve student involvement and performance (Estévez et al., 2021; Theobald, 2021).

Educators can enable students to acquire the necessary skills for academic success by teaching them how to set realistic goals, manage time, and reflect on their learning experiences (Bennett et al., 2020; Jääskä & Aaltonen, 2022). Such skills

prove particularly useful to criminology students, as such coursework can prove challenging and quite demanding. Indeed, a person must apply considerable critical thinking to complete complex analyses that foster independent thought and self-regulation. It will then lead toward better performance, both academically and professionally, as they better navigate their given field.

Self-Regulated Learning Theory has some significance due to its importance to learner autonomy in the development of lifelong learning skills. By arming students with the tools to manage their own learning, this theory promotes resilience and adaptability, qualities in today's rapidly changing world (Kayyali, 2024; Batat, 2024). In the context of criminology education, self-regulated learning can enhance the ability of students to tackle real-world issues as they learn to approach problems systematically and reflectively (Horn et al., 2024). It thus contributes to students' academic success and equips them for further challenges in their careers by preparing them for life and promoting the attitude of self-improvement and self-directed development (Masuwai et al., 2024).

Conceptual Framework

This part presents the concepts of the study which are coming from the emerging themes identified through the conduct of the interview.

Active engagement with the material plays a crucial role in achieving examination success in criminology by promoting deeper understanding and retention of key concepts (Kakar, 2025). This engagement involves not only passive reading or listening but active participation, such as critical thinking, reflection, self-assessment, and the application of criminological theories to real-world scenarios. Study techniques that encourage active

engagement, like active recall, spaced repetition, and concept mapping, further reinforce this process by helping students retain information over time and make connections between concepts (Carpenter et., 2022). Collaborative learning, where students discuss and teach each other, also strengthens comprehension and application, as explaining ideas to peers can deepen one's own understanding (Roy2024). In this way, active engagement is not just about interacting with the material but involves strategic, purposeful techniques that boost cognitive processing and memory retention (Lebert & Vilarroya, 2024).

Effective study techniques are essential for examination success in criminology, but their impact is often shaped by factors like motivation, time management, and learning styles (Agabon & Allanic, 2025). Motivated students, for instance, are more likely to invest in these techniques, while good time management ensures consistent engagement over the study period. A conducive study environment can also minimize distractions, allowing for deeper focus and active participation (Chilekezi, 2025). Ultimately, the combination of active engagement and these study strategies leads to improved understanding, long-term retention, and better application of knowledge, which directly contribute to higher success in criminology exams (Collango et al., 2024). As students actively engage with criminology content using effective study methods, they are more likely to retain key theories and concepts, excel in exams, and apply their learning to practical situations (Libradilla et al., 2025).

Collaborative learning and social interaction are essential components in achieving examination success in criminology, as they foster a dynamic and supportive learning environment (Paul & Ghosh, 2024). When students engage in group study

sessions, discussions, or peer teaching, they not only reinforce their understanding of criminological theories but also benefit from diverse perspectives and insights. Social interaction allows students to articulate and clarify their ideas, deepening comprehension while exposing gaps in their knowledge (Núñez, 2023). By collaboratively engaging with peers, students are more likely to develop a comprehensive understanding of complex criminology concepts, which is crucial for exam success. Techniques like group problem-solving, case study analysis, and role-playing can enhance critical thinking and application, key skills for answering criminology exam questions effectively (Zaroh et al., 2025).

In addition to enhancing understanding, collaborative learning creates a sense of accountability and motivation, which can improve study habits and exam preparation (Borbor Echeverria, & Mero Alay, 2024). Peer interactions encourage consistent engagement with the material, as students feel a shared responsibility for their learning progress (Gillies, 2023). Social interactions also provide opportunities for emotional support, reducing anxiety and fostering a positive learning atmosphere. Furthermore, discussions and debates with peers can stimulate higher-order thinking and promote deeper connections between criminological theories and real-life issues (McKay et al, 2023). By incorporating collaborative learning into their study routines, criminology students can benefit from both cognitive and motivational advantages, ultimately improving their performance in examinations (Taoto-an, 2025).

Time management and procrastination are key factors that influence criminology students' ability to prepare effectively for examinations (Abonales, 2023). Time management, which involves setting study schedules, prioritizing academic tasks, and

avoiding last-minute cramming, helps students maximize their study hours and maintain consistent academic progress (Calonia et al., 2023). In contrast, procrastination characterized by delaying academic tasks, engaging in distractions, and cramming often prevents students from using their study time productively (Imperial & Yango, 2024). These two behavioral factors shape how students approach their academic preparation and determine whether they adopt productive or ineffective habits.

The framework suggests that these variables directly affect the use of effective study techniques such as note-taking, summarization, self-testing, and group study, which serve as mediating tools for academic success (Galindo, 2024). Students with strong time management skills are more likely to adopt structured and effective techniques, while those prone to procrastination often resort to rushed and less efficient strategies (Valente et al., 2024). Ultimately, the interplay of these factors influences the level of examination success in criminology, measured by students' performance, mastery of concepts, and confidence during assessments (Agabon & Allanic, 2025).

Academic performance and preparedness are critical factors in achieving examination success in criminology. Academic performance represents the students' level of achievement in understanding and applying criminological concepts, often measured through grades, test scores, and classroom outputs. Preparedness, on the other hand, refers to the degree to which students are equipped mentally, emotionally, and strategically to face examinations. It includes consistent study habits, mastery of review materials, and confidence in handling criminology-related assessments. Together, these factors highlight how well students are positioned to meet academic demands.

The framework assumes that the use of effective study techniques serves as the link between preparedness, academic performance, and eventual success in criminology examinations. Methods such as note-taking, summarization, self-testing, and group discussions help students strengthen their preparedness while directly improving academic outcomes. When students adopt these techniques, they enhance their knowledge retention, reduce exam-related anxiety, and develop higher-order thinking skills, which collectively contribute to examination success.

Stress and pressure are major factors influencing students' ability to achieve examination success in criminology. Stress refers to the mental, emotional, and physical strain that students experience in preparing for examinations, while pressure arises from academic expectations, competition, and personal goals for success. High levels of stress and pressure can negatively affect concentration, motivation, and retention of information, which in turn hinder effective exam preparation. However, when managed properly, moderate stress and pressure may also act as motivating forces that push students to focus and perform better.

The framework highlights the role of effective study techniques as mediating factors that can help students cope with stress and pressure while enhancing their preparedness for criminology examinations. Techniques such as time management, active recall, self-testing, and collaborative review not only improve knowledge retention but also reduce anxiety and build confidence. By adopting these strategies, students are more likely to balance the demands of academic pressure, manage stress effectively, and ultimately achieve examination success.

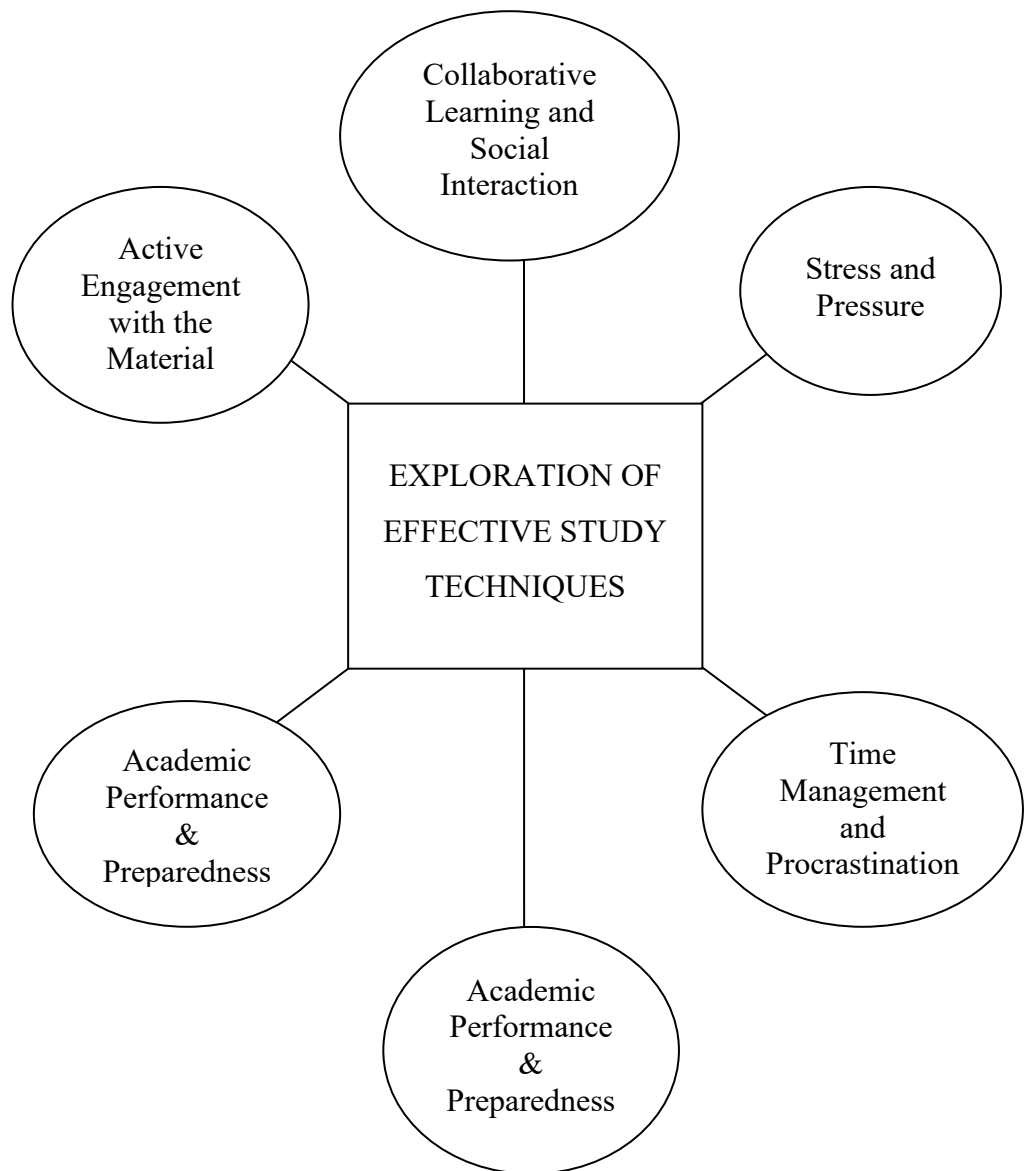


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study explored the effective study techniques among criminology students in achieving examination success. Specifically, this study performed the following:

1. Determined the study techniques commonly used by criminology students in preparation for examinations.
2. Determined challenges criminology students face when preparing for examinations, and how do these challenges influence their study strategies.
3. Analyzed effective study techniques contribute to the overall academic performance and well-being of criminology students.

Significance of the Study

The findings of this study are significant in multiple dimensions, aiming to provide valuable insights into specific study techniques that enhance academic success among criminology students, thus addressing a gap in current educational research. These findings can inform criminology educators in aligning teaching strategies with students' learning needs and exam preparation approaches. For academic institutions, the study offers a framework to create targeted support services that promote student success and well-being, potentially improving retention and graduation rates. Furthermore, the research contributes to the broader field of criminology by helping produce graduates who are academically prepared and professionally ready for careers in law enforcement, forensic science, and other criminal justice sectors, ultimately strengthening the workforce in public safety and justice and fostering societal progress.

RESEARCH METHODOLOGY

Design

The study used a phenomenological research design to investigate effective study techniques for criminology students preparing for exams. In this study, Moustakas' transcendental phenomenology (1994) was used to explore the lived experiences of criminology students as they reflected on and shared their study strategies, challenges, and successes. The findings focused on uncovering the true state of their preparation practices for exams, including time management, information retention techniques, and methods used to manage stress. These personal stories were examined to identify the core factors that contributed to successful exam preparation. In doing so, the study aimed to identify the most effective study techniques, as well as the obstacles students faced and the strategies they used to overcome them. Ultimately, this exploration provided valuable insights into how criminology students navigated the complexities of exam preparation and offered practical recommendations for improving academic success in this field.

Setting

This study took place in one of the higher institutions in Misamis Occidental. Located in a growing urban center, this setting was relevant for investigating the effective study techniques used by criminology students during their exam preparation period. The study focused on the lived experiences of these students, specifically examining the strategies they employed to manage their studies, cope with stress, and improve their exam performance. Conducting the research in this particular location aimed to gain insights into how criminology students navigated their exam preparation within the

context of university community dynamics, social support systems, and available academic resources.

Participants

The study included criminology students, and the total number of the participants were determined through data saturation. The selection criteria were: (1) currently enrolled as a criminology student at the university, (2) academic scholar, (3) willingness to share their study techniques and experiences. This selection process ensured that participants have relevant insights into the study techniques, challenges, and strategies used in exam preparation, providing a comprehensive understanding of their academic behaviors, coping mechanisms, and factors contributing to exam success.

Instruments

The Interview Guide was the main data-gathering instrument of this study. This research instrument was divided into three sections. The first part comprised of introductory questions that get demographic information such as age, year level, and academic background. The second part focused on exploring the study techniques and strategies employed by criminology students during exam preparation, examining their approaches to time management, information retention, and stress management. The third part explored the challenges faced by the students in preparing for exams, including the social and psychological impacts of academic pressure, as well as the coping mechanisms they utilize to navigate these challenges.

Face-to-face in-depth interview was conducted with the respondents, which allowed them to discuss matters elaborately and provide insightful details. An interview

guide would also have a thorough review process with the College Research Committee to ensure proper adherence to ethical requirements and to protect the rights of the participants as well as their well-being.

Data Gathering Procedure

The researcher sought permission from the Dean of the College of Criminology to conduct the study at the university in Ozamiz City, Philippines, before conducting the actual interviews. A formal request letter was submitted to the local authorities to obtain approval. The researcher identified potential participants from among criminology students and give them detailed information about the purpose of the study, the interview process, and their rights as participants. Informed consent was obtained from each participant to ensure that they are involved voluntarily and that they understand the objectives of the study. Ethical considerations were taken seriously, and the College Research Committee scrutinized the research protocol to ensure compliance with ethical standards.

The researcher tape-recorded the interviews and take notes to ensure the accuracy and completeness of the responses provided by the participants. This helped ensure the integrity of the data collected. The confidentiality of the participants' responses was assured, and their privacy and anonymity were protected during the entire study. The researcher observed the guidelines provided by Republic Act No. 10173, also known as the "Data Privacy Act of 2012," in order to ensure the privacy and security of the personal information and data of the participants.

Ethical Considerations

The researcher maintained strict adherence to ethical considerations all through the research period. Before initiating data collection, the study was approved by the College Research Committee and completed all other necessary forms attached to the research ethics participation to ensure ethical practices and safeguard rights and welfare of the participants. At the collection of the data, the criminology students were presented with an Informed Consent Form to ensure the research participants actually freely signed, implying their willingness to participate voluntarily. The goal and objectives of conducting the research study was outlined while emphasizing to participants that no confidential identity and no anonymous characters could be extracted as the product of the whole study.

Interviews were conducted face-to-face, in-depth, and in a private setting preferably chosen by the participants themselves for their comfort and privacy. After conducting the interviews, all recorded data was transcribed and deleted to protect the participants' privacy. Ethical protocols were strictly followed throughout the study: informed consent was obtained from all participants, confidentiality was maintained, and participants were assured of their right to withdraw at any time without penalty. The interview guide was reviewed and approved by the College Research Committee to ensure ethical compliance and participant well-being. Each interview lasted between 30 and 50 minutes, and a total of nine criminology students participated in the study, with data collection continuing until saturation was reached.

Data Analysis

Data from this phenomenological research by Moustakas in 1994 was conducted, whereby an understanding of what goes through the mind of a university-based criminology student's in Mindanao, prior to and in an examination hall during exam day was acquired by following through key steps namely, (1) Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

It also employed a strategy of bracketing to make them immune from pre-conceptions and notions which may impact how they felt towards study techniques of students of criminology. Thus, when epoche occurs, their judgments are then held aside as a mode for deeper uninfluenced question regarding the study lived experiences. At the topic and participant selection stages, the researcher consciously set aside any personal assumptions to ensure that the study focused on the actual experiences of these students. At the interview stage, bracketing allowed for open-ended questions that encouraged participants to freely disclose their thoughts and feelings without being influenced by the expectations of the researcher.

The technique of horizontalization was used to methodically analyze the students' experiences regarding exam preparation. It entailed a list of all relevant verbatim expressions from the interviews, and each statement was treated as equally valuable. Irrelevant, repetitive, or off-topic statements were discarded, and the remaining statements, known as "horizons," indicated the meaningful aspects of the students' lived experiences, which focused on the challenges and strategies used by the students in preparing for exams.

The next step was Clustering into Themes, organizing the data into core themes that would best capture the study techniques and preparation methods used by the students. The researcher reduced the data to invariant horizons and central themes reflecting the most important experiences of the participants. This created thematic statements that would carry a unified meaning and formed a consistent "textural language" representing the subtleties of students' emotional, cognitive, and practical approaches to examination preparation.

Textural Description, or 'what occurred,' helped to develop an explanation of students' experiences and perceptions in most detail. The researcher had used direct quotes to create meaning units that had constituted the heart of the lived reality of the students. The meaning units had thus been grouped under the themes produced, giving more profound and detailed information on the difficulties experienced by students during the preparation for exams, including time management, stress, and motivation.

The final step comprised Textural-Structural Synthesis, where the researcher compiled the meaning units from interviews into a synthesized composite of textural and structural descriptions. This synthesis would show a comprehensive expression of the narrative of shared experience and insight from the people. The process aimed to achieve the essence and capture the overall experience of students' preparation for examinations in terms of influencing factors on psychological, social, and emotional realms. The synthesis of these narratives pointed out the numerous strategies and tactics adopted by the students to perform well in their exams. The responses from the participants were analyzed using NVivo software, which helped to identify the final themes as well as ensure systematic and structured analysis of the data.

RESULTS AND DISCUSSIONS

The participants for this research include nine (9) criminology students from Misamis University who were identified as academic scholars with high academic performance. They were selected for their willingness to cooperate and share their ways and experiences with examinations. As academic scholars, these participants have well-disciplined ways and have undergone continuous pressures from academic demands, making them informants for research intended to investigate effective strategies for success at criminology examinations.

The results are organized by the main themes that emerged from the data analysis. These themes include active engagement with learning materials, collaborative learning and social interaction, time management and procrastination, stress and pressure, and academic performance and preparedness. The discussion relates these themes to existing literature to provide deeper insights into how students prepare for exams and manage academic demands.

Active Engagement with the Material

To determine the study techniques commonly used by criminology students in preparation for examinations, the study examined how learners actively interact with their review materials and learning processes. Criminology students often enhance their understanding by teaching themselves or others (Arnez & Condry, 2021; Brent & Kraska, 2020). They find that speaking aloud while studying and writing summaries or definitions helps reinforce their learning. This hands-on approach allows them to process information more thoroughly and remember it better during exams (Maričić et al., 2023;

Malik & Zhu, 2023; Zhang et al., 2022; Lee et al., 2024). Active engagement with study material is a common practice among criminology students (Hunter & Frawley, 2023; Marder et al., 2022; Topalli et al., 2020). It includes speaking, writing, and teaching to deepen understanding (Darling-Hammond & Oakes, 2021; Crompton et al., 2024; Hong, 2023; Javaid, 2023).

One student said that combining talking aloud with writing definitions improves memory retention. Another student stressed the importance of preparing detailed summaries and organized notes on separate sheets to better understand and remember all exam topics. A different student mentioned that they imagine teaching the material to someone else (Willingham, 2021; Bergmann & Sams, 2023; Brandt et al., 2021; Mills et al., 2023). This helps identify areas that need more review. These different approaches show how interacting with content in various ways can improve learning and exam preparation. These are evident in the responses of the students during the conduct of interview:

"While talking while writing the definition or terms, I can easily remember all I study." (S5)

"I will prepare a reviewer for the exam, and I will prepare bond paper, and I will put down the enumeration of all the topics and discussion on all subjects and summarize all the topics." (S6)

"I use the teaching method of imaging that I am teaching a student or explaining to a classmate because it is easy to understand if I use that method." (S7)

"The blurting method involves writing down everything I can remember about a topic without referring to my notes or study materials." (S8)

"I always begin by figuring out the exam's format whether it's multiple choice, essay based, or an identification test so I can tailor my study plan accordingly." (S9)

"If I get a low score, I study the parts I got wrong so that if those topics come up on the exam, I can answer them confidently." (S2)

Active engagement with the material through teaching, speaking, and writing is a great study technique that improves comprehension and retention (Fenuku, 2024; Feng et al., 2023). This method involves processing information by verbalizing concepts aloud, which helps strengthen memory and understanding (Park et al., 2020; Wolcott & Lobczowski, 202). Writing detailed summaries and lists of topics allows learners to organize their thoughts clearly and pinpoint key points, making complex information easier to grasp (Leong & Austin, 2023; Bram & Angelina, 2022; Pollock & Tolone, 2020).

Additionally, imagining oneself teaching the material to others encourages deeper thinking, as explaining concepts requires knowledge beyond simple memorization (Wilson & Conyers, 2020; Willingham, 2021; Walter, 2024). Another useful practice is the “blurting” method, where learners write down all they remember about a subject without looking at their notes (Bishop, 2021; Aronson, 2020; Adreon & Myles, 2025). This helps identify knowledge gaps and focus future review sessions. By actively engaging with study content in these ways, learners can shift away from passive reading, leading to a deeper and more complete understanding of the material that supports long-term learning and effective exam preparation.

The implication of this result is that active engagement with study materials significantly improves the learning outcomes of criminology students during exam preparation. They used strategies such as speaking aloud, writing summaries, teaching the material to others, and using the blurting method to help students process information more deeply and identify gaps in their understanding. Therefore, educators and academic institutions should encourage students to study methods that require active participation,

rather than relying on passive reading or memorization. Integrating activities such as peer teaching, structured note-making, and self-testing into study routines or classroom practices may strengthen comprehension and long-term retention of criminology concepts.

The Theory of Constructivist Learning (Piaget, 1970) outlines that learning is a dynamic process where individuals actively build their understanding through experiences and interactions. This result implies that studying while teaching, speaking, and writing is a great technique that improves comprehension and retention. This result is significant as addressing these techniques could improve the outcomes and ensure the preparation for examinations. Encouraging active engagement in study routines and classroom practices can enhance academic performance and better prepare students for examinations.

Collaborative Learning and Social Interaction

To determine the challenges criminology students face when preparing for examinations and how these difficulties influence their study strategies, the study also examined the role of peer interaction and shared learning approaches. Collaborative learning through group study lets students share ideas, clear up difficult concepts, and help each other understand. This social interaction not only improves memorization and problem-solving but also makes studying easier and more engaging. Collaborative learning through group study is valuable because it lets students discuss confusing topics and gain different viewpoints, which deepens their understanding. Students also find it easier to clarify doubts by asking classmates questions and sharing information, making learning more interactive. Many believe that studying in groups is more comfortable and

effective than studying alone, as it creates a supportive environment where ideas can be shared openly.

"For me, group study is essential because we can discuss confusing topics and see things from a different perspective." (S8)

"I will ask my classmate some questions to understand each other and take some information." (S6)

"Doing group study is more comfortable than writing notes in a notebook." (S5)

"I also regularly use active recall to test myself on topics where my understanding is weak, and if I'm still struggling with something, I'll reach out to a classmate for help." (S9)

Group study through collaborative learning is essential for exam preparation, as it creates an interactive setting where students can address difficult subjects and acquire various viewpoints. This social engagement not only aids in clarifying challenging ideas but also promotes the sharing of knowledge, enhancing the learning experience to be more thorough and interactive. Numerous students consider group study to be more enjoyable and efficient than individual techniques like note-taking, as it creates chances to ask questions, obtain prompt feedback, and strengthen comprehension by teaching each other. Collaborative group study boosts motivation, alleviates personal stress, and fosters a sense of communal accountability, which results in improved retention and use of information.

Time Management and Procrastination

To analyze how effective study techniques contribute to the overall academic performance and well-being of criminology students, the study examined how learners adjust their strategies when facing time management and procrastination difficulties. Instead of studying regularly, criminology students who struggle with time management

and procrastination tend to cram or rush their reviews (Alfeche et al. 2020; Marshman et al. (2020); Colanggo et al., 2024). These difficulties force them to modify their approaches by establishing routines, reducing outside distractions, and reminding themselves to begin studying early (McGuire et al., 2023; Wang et al., 2023; Tamimy et al., 2023; Mokoagow et al., 2024). A number of criminology students admitted time management and procrastination are huge issues when studying for exams, but each reported different ways of feeling and dealing with them.

A student confessed having trouble with juggling time but continues to attempt to put academics first over other issues to study more adequately, whereas another confessed a ritual of procrastinating review until exams are close, which usually ends up as cramming. A third student said managing numerous duties as a student, athlete, and family member makes it hard to juggle time, triggering stress when playing catch-up on missed reviews. Others emphasized pragmatic strategies: one said to avoid cramming by studying in advance, another disclosed that when there is a backlog of work, he deals with them via programmed study periods, brief intermissions, and early morning revision, and another noted that the greatest challenge occurs when several exams fall into the same week, causing one to feel swamped. Collectively, their answers indicate that whereas time management problems typically stymie exam preparation, different strategies ranging from prioritization and self-control to ordered routine are developed by students in overcoming these problems (Colanggo et al., 2024; Otermans et al., 2025).

These are evident in the responses of the students during the conduct of the interview:

“Even if I’m stressed or struggling with time management, I try to focus more on academics and less on personal life so I can prepare better” (S1)

“As a Filipino, I sometimes have the trait of fatalism, where I don’t study much when the exams are still far away. I usually end up cramming because I feel tired or bored when exams are not near.” (S2)

“So, for me it would be time management because I fail to manage my time sometimes since I am also a student, athlete, and kuya of my house, so I have a lot of responsibilities, and those gaps in my time management will then lead to the stress of trying to catch up on what I've missed.” (S3)

“My advice to them would be to not cram for your exams. When you really need to study, you have to study it before or ahead of time, because you really can't do anything when you cram it” (S4)

“Usually I encounter some challenges; the studies will pile up. What I will do is I will manage my time to study them one by one after a 1 hr rest and wake up early and recall what I studied earlier.” (S5)

“My biggest challenge is time management, especially when I have multiple exams in a short period, like the Exit Assessment or the CTSS. I get so overwhelmed.” (S8)

“The challenges I encounter when preparing for an exam are very relatable: I struggle with time management, get overwhelmed easily, and sometimes feel lazy. These issues directly impact my study strategies.” (S9)

Procrastination and time management are universal problems that extensively impact the way students of criminology study for exams (Alfeche et al. 2020; Zaportiza & Cuevas Jr., 2025). Most of them prefer to study at the last moment before the exams, which usually results in cramming, exhaustion, and poor memorization. Managing multiple responsibilities like schoolwork, out-of-class activities, and family responsibilities also leads to ineffective planning and being perpetually behind (Moscoso et al., 2025; Jamaludin et al., 2024; Clark et al., 2025). This inability to control time leads to stress and pressure, which makes it difficult to concentrate and learn properly (Tamimy et al., 2023; Wang et al., 2023; Robiños et al., 2023).

As a coping mechanism, students tend to indulge in practices like scheduling personal issues to take a backseat to academic activities, adhering to strict study timings, frequent breaks to regulate energy levels, and recalling in the early morning hours to lock in learning (Trentepohl et al., 2022; Valente et al., 2024; Otermans et al., 2025). Others stress the value of discipline and self-restraint by deterring cramming and instead encouraging timely preparation in advance (Millis, 2023; Colanggo et al., 2024; Zaportiza & Cuevas Jr., 2025). Despite this, effective time management is still a major stumbling block that requires more solid habits, discipline, and improved planning to reduce procrastination and make better preparations for exams (Mokoagow et al., 2024; Otermans et al., 2025).

Other research on procrastination and time management reinforces their close relationship with students' academic achievement and mental well-being (Alfeche et al. 2020; Valente et al., 2024; Lourenço & Paiva, 2024). Research in educational psychology indicates that procrastination tends to be associated with poor self-regulation, where students postpone assignments because of stress, lack of motivation, or excessive dependence on last-minute preparations, thus decreasing understanding and retention (Tamimy et al., 2023). Research also finds that students' poor time management is a frequent indicator of academic stress since those who do not organize and prioritize their study time become stressed and burnt out during examination times (Marshman et al. (2020); Wang et al., 2023; Colanggo et al., 2024).

Conversely, research indicates that students who create organized routines like establishing fixed study timetables, maintaining self-discipline, and staying away from distractions perform better and experience less stress (Trentepohl et al., 2022; Millis,

2023; Zaportiza & Cuevas Jr., 2025). These results support the contention that it takes not just personal effort but also support systems, including academic skills training and stress management courses, to enable students to develop positive and sustainable study habits to overcome procrastination and time management (Moscoso et al., 2025; Jamaludin et al., 2024; Robiños et al., 2023; Otermans et al., 2025).

The findings suggest that time management and procrastination are not only individual study habits but also essential issues that have a direct impact on the academic achievement and overall well-being of criminology learners (Alfeche et al. 2020; Valente et al., 2024; Zaportiza & Cuevas Jr., 2025). As these issues tend to have consequences such as cramming, increased stress, and decreased learning effectiveness, there is an apparent demand for interventions that facilitate disciplined study behaviors, efficient timetabling, and systematic preparation (Wang et al., 2023; Colanggo et al., 2024). Teachers and schools can make a big difference by incorporating time management seminars, mentoring, and study skills courses into the campus setting, while it is up to students themselves to appreciate the long-term payoff of planning and exercising self-discipline (Moscoso et al., 2025; Jamaludin et al., 2024; Otermans et al., 2025). Dealing with these problems not only enhances performance on exams but also develops necessary life skills like responsibility, organization, and resilience that are important for their future positions in the criminology discipline (Robiños et al., 2023; Mokoagow et al., 2024).

Stress and Pressure

Stress and pressure are interconnected yet distinct concepts that play a crucial role in shaping human behavior, performance, and overall well-being (Wang et al., 2023;

Colanggo et al., 2024; Otermans et al., 2025). Pressure refers to the external demands or expectations imposed by circumstances, such as meeting deadlines, handling responsibilities, or striving for high achievement (Lorenz & König, 2023; Marshman et al. 2020; Jamaludin et al., 2024). Stress, on the other hand, is the internal reaction of the body and mind to these demands (Ghaleb, 2024; Zaportiza & Cuevas Jr., 2025). This response can manifest physically, through symptoms like fatigue and headaches, or psychologically, through anxiety, irritability, and decreased concentration (Hussein, 2021; Cao & Yu, 2023; Alfeche et al. 2020; Lina & Meryem, 2024). While pressure acts as the external force that pushes individuals to act, stress represents the internal state that emerges as people attempt to cope with or adapt to these forces (Moscoso et al., 2025; Martin, 2022; Millis, 2023; Robiños et al., 2023). Understanding the difference between stress and pressure is important, as the way individuals interpret and respond to pressure directly influences whether stress becomes a motivating or debilitating factor (Kumar, 2025; Alfeche et al. 2020; Otermans et al., 2025).

In controlled amounts, stress and pressure can be beneficial, serving as catalysts for productivity, learning, and personal growth (Wang et al., 2023; Colanggo et al., 2024; Otermans et al., 2025). This positive form of stress, often called eustress, helps individuals stay focused, energized, and motivated to meet goals (Jamaludin et al., 2024; Ghaleb, 2024). For example, the anticipation of an exam, a job interview, or a presentation can push individuals to prepare and perform at their best. The key lies in balance: when pressure is within manageable limits, stress enhances efficiency and resilience (Alfeche et al. 2020; Cao & Yu, 2023; Moscoso et al., 2025). However, when demands exceed a person's resources or coping ability, stress becomes harmful, leading

to distress (Lorenz & König, 2023; Lina & Meryem, 2024; Kumar, 2025). Chronic exposure to unmanageable stress not only diminishes performance but also contributes to long-term mental and physical health problems, such as depression, anxiety disorders, cardiovascular issues, and weakened immunity (Marshman et al. 2020; Tamimy et al., 2023; Karuru et al., 2023; Otermans et al., 2025).

Managing stress and pressure effectively requires the development of adaptive coping mechanisms and lifestyle strategies (Wang et al., 2023; Colanggo et al., 2024; Otermans et al., 2025). Techniques such as time management, prioritization, and relaxation exercises (like mindfulness and deep breathing) help regulate the stress response and restore balance (Marshman et al. 2020; Ghaleb, 2024; Jamaludin et al., 2024; Moscoso et al., 2025). Building resilience through healthy habits, such as regular exercise, sufficient rest, and strong social support systems, also equips individuals to handle pressure without being overwhelmed (Cao & Yu, 2023; Zaportiza & Cuevas Jr., 2025). Furthermore, recognizing the difference between productive pressure and harmful stress allows people to set realistic goals, establish boundaries, and prevent burnout (Martin, 2022; Lina & Meryem, 2024; Kumar, 2025). Ultimately, stress and pressure are natural aspects of life that cannot be eliminated but can be managed (Millis, 2023; Lorenz & König, 2023; Karuru et al., 2023; Robiños et al., 2023).

When approached with the right mindset and coping tools, they can be transformed into opportunities for growth, self-improvement, and stronger psychological endurance (Shukla et al., 2020; Gupta & Sharma, 2021; Awan et al., 2023; Lee & Cho, 2025).

These are evident in the responses of the students during the conduct of interview:

“I assess my progress through my quiz scores. If I get a low score, I study the parts I got wrong so that if those topics come up on the exam, I can answer them confidently.” (S2)

“For me it’s okay; I am not pressured if the exam is coming because I study it earlier. That’s why I am not pressured because I am prepared” (S5)

“My only struggles are the pressure and stress while studying because of many exams or quizzes at the same time” (S7)

“The challenges I encounter when preparing for an exam are very relatable: I struggle with time management, get overwhelmed easily, and sometimes feel lazy.” (S9)

“Stressing out too much on your scores... would eventually lead to results in your physical appearance, your spiritual beliefs, and your emotional well-being.” (S3)

“Because of that, I am not able to focus, I am not able to study well, and my brain just does not function.” (S4)

Several related studies highlight the complex relationship between stress, pressure, and human performance, showing both positive and negative impacts depending on context and individual coping strategies. Research in psychology, such as the Yerkes-Dodson Law, suggests that moderate levels of stress and pressure can enhance focus, motivation, and productivity, whereas excessive amounts lead to burnout, anxiety, and declining performance (Kaur & Singh, 2020; Villanueva et al., 2021; Brown & Carter, 2022; Lopez & Zhang, 2024). Studies in educational settings also reveal that students under manageable academic pressure tend to develop discipline, problem-solving skills, and resilience, but those exposed to overwhelming workloads or unrealistic expectations experience poor academic outcomes and mental health challenges (Dela Cruz, 2020; Anderson & Moore, 2022; Hernandez & Park, 2023; Wu & Gonzales, 2025). Similarly, workplace research emphasizes the importance of stress management programs, supportive environments, and work-life balance to mitigate the adverse effects of

pressure (Ocampo, 2020; Malik & Verma, 2021; Roberts, 2023; Tan & Liu, 2025). Collectively, these studies underline that stress and pressure are inevitable but manageable factors, and their outcomes largely depend on how individuals perceive, approach, and cope with them (Johnson, 2020; Patel, 2021; Kim & Santos, 2023; Rivera & Holt, 2025).

Academic Performance & Preparedness

Effective study techniques really help criminology students. They allow students to prepare well in advance, which improves their understanding of the lessons and enhances overall academic performance (Ahlin, 2020; Sun & Zhou, 2024; Lane et al., 2020). Practicing good time management makes a big difference, and consistent reviews prevent work from piling up, so students avoid last-minute cramming (Kumar, 2025; Ali et al., 2025; Dominado et al., 2025). This approach boosts confidence and makes them appear more prepared in class. Study habits significantly influence academic performance, and preparedness is directly tied to the technique students use daily (McGuire et al., 2023; Barkley & Major, 2020; Zen & Ariani, 2022). Participants frequently emphasized time management as crucial, noting that juggling exams and multiple requirements can quickly become overwhelming.

Without a solid plan, stress accumulates, but early preparation acts as a lifesaver, reducing pressure significantly (Birjukovs, 2023; Sandua, 2025; Colegrove, 2020). During exams, students feel confident, knowing they are well-prepared (Villaflares, 2023; Resnik et al., 2023; Keese et al 2022). However, some acknowledged occasional challenges, such as cramming, struggling with vocabulary, or difficulty grasping material, which can affect readiness. Despite these challenges, a clear pattern emerges: students

who manage their time effectively, avoid all-nighters, and review consistently achieve better results. (Smith, 2024; Cross, 2025; Burka & Yuen, 2024) Their grades improve, and they are better equipped to handle the demands of the criminology program. These are evident in the responses of the students during the conduct of the interview:

“All of the above. But honestly, the effects don’t matter much to me. Even if I’m stressed or struggling with time management, I try to focus more on academics and less on personal life so I can prepare better.” (S1)

“Well, I take coffee as a last-minute resort, especially when I feel like the quiz is too hard, especially when most instructors are insensitive to what you are learning or how you learn.” (S3)

“My advice to them would be to not cram for your exams. When you really need to study, you have to study it before or ahead of time, because you really can’t do anything when you cram it” (S4)

“My only struggles are the pressure and stress while studying because of many exams or quizzes at the same time” (S7)

“Yes, I feel that my current study techniques are preparing me well for professional roles in the criminal justice fields.” (S5)

Academic performance and preparedness improve significantly when students use effective study techniques like time management, regular review, and early preparation (Zimmerman et al., 2023 Ahmad Uzir, et al., 2020). These habits boost their confidence and academic results (Iqbal et al., 2022; Alam & Mohanty, 2023; Liu, 2020). They also help students handle the tough demands of their coursework better (Brower et al 2021; Szymanski, 2021; Owan et al., 2023). Related studies on academic performance and preparedness highlight that good study habits and time management are key indicators of student success (Lourenço & Paiva, 2024; Tagud & Valle, 2023; Wolters & Brady, 2021). Research shows that regular review sessions, early preparation, and organized study plan

lower stress and improve knowledge retention, resulting in better academic results (De Villa & Manalo, 2020; FageAbdulla, 2024) .

Scholars also point out that students who use structured learning strategies have more confidence and can better handle challenging academic tasks (McGuire et al., 2023; Anthonyamy et al., 2020; Vargas-Hernández & Vargas-González, 2020). Additionally, studies indicate that being well-prepared is connected not only to better grades but also to greater confidence and motivation, emphasizing that effective study methods are crucial for maintaining long-term academic performance (Villaflares, 2023; Bhardwaj et al., 2025; Valente et al., 2024). The results show that improving effective study techniques can greatly boost academic performance and readiness for criminology students (Colanggo et al., 2024; Taguba, 2022; Libradilla et al., 2025). By promoting structured time management, regular review, and early preparation, teachers and institutions can help reduce stress, improve learning outcomes, and build confidence in managing academic tasks (Hsu & Goldsmith, 2021; Galindo-Domínguez & Bezanilla, 2021). This emphasizes the need for academic support programs, workshops, or interventions that encourage good study habits, as these can prepare students with the skills they need to succeed in both their coursework and future jobs (McGuire et al., 2023; Tian et al., 2021; Lee et al., 2022).

Stress Management & Well-being

Stress management and well-being are essential components of academic success, helping students maintain focus, motivation, and emotional stability during challenging periods. By practicing relaxation techniques, time management, and self-care, individuals can reduce anxiety and enhance overall mental and physical health. The responses of the

participants reveal the complex relationship between stress, time management, and emotional well-being among criminology students. Student 1 highlights the effort to prioritize academics over personal life despite stress, suggesting a strong sense of academic responsibility but also the risk of burnout. Student 4's statement reflects the emotional toll of overwhelming academic pressure, where stress leads to exhaustion and a sense of falling behind. Meanwhile, Student 9 emphasizes the importance of effective study techniques as a source of emotional balance and mental stability, showing that organized studying can reduce anxiety. Similarly, Student 6 acknowledges the difficulty of cramming and personal struggles but demonstrates resilience through self-motivation. Overall, these insights underscore that while stress is a common challenge, coping strategies such as motivation, effective study habits, and emotional regulation play crucial roles in sustaining academic performance and well-being. These are evident in the responses of the students during the conduct of the interview:

"Even if I'm stressed or struggling with time management, I try to focus more on academics and less on personal life" (S1)

"Those are the times that I'm really stressed out, and I cannot take studying anymore, and I'm too far behind on my work." (S4)

"Using my specific study techniques has a profound positive impact on my emotional and mental well-being during exam periods." (S9)

"For me, cramming is very challenging to me and my personal problems, but sometimes I will motivate myself to study harder" (S6)

"My study techniques do not affect my mental and emotional well-being, unless I don't have time before an exam." (S8)

"They affect my mental well-being because I often overthink and get tired from too many thoughts during exam preparation." (S2)

Academic performance and preparedness improve significantly with consistent study habits, good time management, and active involvement with course materials (Hawkins et al., 2021; Tus, 2020; Khiat, 2022). These practices not only increase confidence and exam results but also build discipline and resilience, which are important for future work (Prickett et al., 2020; Liang et al., 2020). Related studies show that academic performance and readiness closely connect to using structured study techniques and managing time well (Sadeghi et al., 2024; Brandt, 2020; Zen & Ariani, 2022). Research indicates that students who use organized learning methods, such as active recall, spaced repetition, and goal setting, achieve higher comprehension and retention levels than those who depend on last-minute cramming (Dhanuka, 2024; Hollins, 2021; Nelson et al., 2024). Studies also stress that being prepared lowers academic anxiety and boosts confidence, leading to better exam results and overall success in school (Mokoagow et al., 2024; Jamieson et al., 2022; Hitchesv et al., 2022).

Additionally, findings suggest that creating consistent study routines not only improves immediate academic outcomes but also gives students long-term skills needed for career growth and lifelong learning (Endres et al., 2021). The results suggest that developing good study habits and preparation strategies is crucial for improving students' academic performance and overall success (Tus et al., 2020; Alyahyan & Düştégör, 2020; Arifin et al. 2024). By promoting organized learning, time management, and steady study routines, teachers and schools can help students lower stress, build confidence, and get better exam results. These practices also foster discipline, resilience, and critical thinking skills that go beyond school, preparing students for future job challenges and lifelong learning (Vaghela & Parsana, 2024; Darling-Hammond et al., 2020; Ghaleb, 2024).

CONCLUSION AND RECOMMENDATION

The study found that criminology students employ a range of study strategies, including active participation in the content, group study, and systematic time organization to improve academic achievement and test preparation; however, obstacles such as procrastination, poor time management, and stress often interfere with their study habits, leading to cramming and heightened anxiety. Despite these challenges, students have shown adaptability by preparing in advance, engaging in teamwork learning, and practicing stress management to enhance understanding and confidence. The research also highlighted the duality of stress and pressure, which may either enhance or impede performance depending on how they are managed. Overall, the findings demonstrate that effective study skills contribute directly to academic achievement, readiness, and well-being, while poor time management and unmanaged stress undermine these gains, indicating that success in criminology is shaped not only by individual discipline but also by access to formal support and positive learning environments.

Based on the results, it is suggested that criminology students develop regular and organized study habits such as active retrieval, spaced repetition, and group discussions to enhance understanding and recall, while institutions should provide seminars and workshops on time management, stress management, and effective study techniques to help students combat procrastination and academic exhaustion; teaching staff are encouraged to foster balanced workloads and supportive classroom environments that minimize unnecessary stress, and counseling as well as peer mentoring programs can be incorporated to offer academic and emotional support, building resilience and confidence among students. Furthermore, future research should examine the long-term effects of

study methods on academic performance and professional readiness, as well as interventions that best prepare students to manage responsibilities and adapt to academic pressure. By addressing these factors, institutions and students can collaborate to create lasting study habits that improve performance, wellness, and readiness for criminology careers, with faculty promoting engagement and resilience, institutions offering counseling and mentoring programs, and tailored academic support systems strengthening discipline, institutional backing, and faculty involvement to ultimately enhance outcomes for criminology students.

DECLARATION OF THE USE OF AI TOOLS

We recognize the utilization of ChatPDF [<https://www.chatpdf.com/>] in assisting with the Background of the study.

We provided the following prompt: “Generate a topic outline list for this study, ranging from general to specific.”

We utilized the output as a foundation for crafting the introduction.

We recognize the role of Grammarly in assisting with the review of the entire document for spelling, grammar, spacing, and sentence structure.

We provided the subsequent prompt: “Enhance the clarity, accuracy, and brevity of this research.”

We applied the findings to correct the language and expressions, and revised the text to enhance the overall paper

We recognize the use of ChatGPT [<https://chat.openai.com/>] to assist in the creation of the Significance and Theoretical Framework of the study.

We provided the prompts: “Generate 5 significance of the study” and “Develop 2 theories applicable to this research.”

We utilized the results to create ideas for the significance of the study and theoretical framework.

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APPENDIX A

INTERVIEW GUIDE

Introduction

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

Opening Questions:

1. Can you describe your typical study routine when preparing for exams in criminology?
2. How do you usually start your exam preparation? Are there any particular methods or materials you rely on in the beginning?
3. What role does your personal environment (e.g., dorm room, library, study groups) play in your study habits?

Core Questions:

1. What specific study techniques do you use when preparing for your criminology exams (e.g., note-taking, flashcards, group study, etc.)?
2. Which of these study techniques do you find most effective for retaining and applying knowledge during exams? Can you give examples of how these techniques help?

3. How do you manage the amount of material covered in criminology courses? Are there any techniques you use to prioritize or break down the content?
4. What challenges do you encounter while preparing for exams (e.g., time management, stress, understanding complex topics)? How do these challenges affect your study strategies?
5. Have there been instances when certain study techniques did not work for you? If so, can you describe them and explain why?
6. How do you assess your progress while studying? Are there any specific indicators or milestones you use to track your preparedness for exams?
7. In what ways do effective study techniques impact your overall academic performance in criminology courses?
8. Can you describe how your study techniques affect your mental and emotional well-being during exam periods?

Closing Questions:

1. If you could give advice to other criminology students about preparing for exams, what would it be?
2. Are there any changes or improvements you wish to make in your study techniques for future exams?
3. Do you feel that your current study techniques are preparing you well for professional roles in the criminal justice field? Why or why not?
4. Is there anything else you would like to share about your experience with study techniques and exam preparation in criminology?

APPENDIX B

TRANSMITTAL LETTER



Misamis University
Ozamiz City
College of Criminology



August 09, 2025

JOSE F. CUEVAS JR. PhD
College Dean of Criminology Department
Misamis University
Ozamiz City

Dear Sir 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, *"Achieving Examination Success in Criminology: A Qualitative Study of Effective Study Techniques"* as a requirement for the course Criminological Research 1.

In this regard, we humbly request your good office to allow us to conduct face-to-face interview with the high performing Criminology Students. 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.

Your approval to this request will contribute to the success of our educational endeavors. God bless and more power.

Respectfully yours,


CHARLENE L. BUOT
Group Leader

Noted:


MARKDY Y. ORONG, DIT
Instructor

Approved by:


JOSE F. CUEVAS JR. PhD
College Dean

APPENDIX C

TRANSCRIPT OF INTERVIEW

S1

When preparing, about 2 to 3 days before the exam I start by reading repeatedly. On the last day, I try to explain the topics and concepts I studied to an imaginary student. The only materials I rely on are fact sheets or the lessons taught to us by the instructor. If there are none, then I search for them myself and rely on my retained knowledge during the exam. Not much, actually. It doesn't really matter where I study, but I prefer my boarding house because it's quiet. I prefer to study alone because I gain more clarity that way. I just feel more comfortable studying on my own. The technique I use is to take the concepts or lessons I study and try to teach them. If I don't have someone to teach, I imagine explaining it to an imaginary student. This helps me process and understand the material better. If there are too many topics to study, I prioritize the general or basic concepts first. I try to absorb the main ideas before moving on to details. I usually memorize first, then work on deeper understanding. All of the above. But honestly, the effects don't matter much to me. Even if I'm stressed or struggling with time management, I try to focus more on academics and less on personal life so I can prepare better. Yes, memorizing without understanding doesn't work. If you don't have deeper knowledge and encounter a situational question, you can't answer correctly because you only memorized the topic without understanding its meaning. I repeatedly memorize and explain the concepts to my imaginary student. They have a positive impact because after getting a passing or high score, I feel relieved that my efforts paid off. Honestly, they don't really affect me emotionally or mentally. It's simple to say but hard to do: put down your phone and study, even just for 10 to 20 minutes. After that, you can scroll for hours if you want. Probably just to spend more time studying and discipline myself not to scroll on social media as much. Yes, I think my study techniques are helping me, but I'm still refining them. For me, they are not perfect yet, and I'm continuously growing. Actually, not much. Just like everyone else, I also struggle, have breakdowns, and feel stressed.

S2

For me, my typical study routine starts at 8 PM and usually ends around 10 to 11 PM. Then, I wake up at 2 or 3 AM and continue studying until 6 AM before I take a shower and eat breakfast. I rely on handouts, especially soft copies sent by my classmates in PDF form. These help me read and understand the topics more easily. If I don't understand something, I search for additional information to clarify it. My personal environment plays a big role because I usually study at night when there is no noise to distract me. This allows me to focus better on my studies. I use the Pomodoro technique, where I study for 30 minutes and then take a 5-minute break. After the break, I resume studying. Aside from the Pomodoro technique, I also use active recall. After studying for 30 minutes, I take a 5-minute break, and during that break, I recall what I studied. This helps me remember information more effectively. I prioritize the topics I don't understand. Once I understand those, it becomes easier for me to review and go back to them in the future. As a Filipino, I sometimes have the trait of fatalism, where I don't study much

when the exams are still far away. I usually end up cramming because I feel tired or bored when exams are not near. Yes. As I mentioned, I use the Pomodoro technique, but it doesn't work well when I feel tired or bored, especially since I get easily distracted. Still, I try to continue using it despite these challenges. I assess my progress through my quiz scores. If I get a low score, I study the parts I got wrong so that if those topics come up on the exam, I can answer them confidently. They impact my grades significantly. Now that I'm in my 4th year, these techniques have helped me pass all my subjects and achieve high scores, even when I have little time to prepare. They affect my mental well-being because I often overthink and get tired from too many thoughts during exam preparation. My advice would be don't cram. Manage your time wisely so you can also study other subjects more efficiently. I would like to discipline myself not to cram. On weekdays, I plan to avoid distractions like gaming, so I can focus more on my studies. Yes, because my techniques have helped me reach where I am today. But I still want to explore more study techniques that could help me improve further. For me, continuous reading and understanding are important, and it's best to avoid cramming. When you cram, you might feel like you already understand the material, but during the actual exam, you'll only be familiar with the content not truly prepared.

S3

My typical study routine when studying for exams for criminology is first and foremost, I would like to fill myself with a full stomach eating dinner, and then I cannot study if I did not take a wash because I'm a man of hygiene, and after that I can enjoy, like, three episodes of anime, and when I feel like the time is around 10 or 11 p.m. I start to study and continue until 2 or 3 a.m. because during those times my brain feels functional. I just start by checking my notebooks if my notes for studying are complete, and if ever they are not complete, I will make sure to prepare by calling some friends, asking for notes or any handouts, or rechecking group chats from our messenger to check if there are recent files or PDF files or PowerPoint presentations that I can study. And maybe I can also print some documents sent by teachers. Well, I take coffee as a last-minute resort, especially when I feel like the quiz is too hard, especially when most instructors are insensitive to what you are learning or how you learn. So, I have to take coffee because sometimes I feel like just relying on my energy isn't enough for this subject. Especially when I'm struggling to catch up with this subject. And also, the supplements I take are probably just vitamins and multivitamins before sleep and after studying. So that in the morning, the stress and fatigue from sleeping late won't catch up to you. Environment for me plays a big role, or crucial role, when it comes to studying. Let's say, for example, when I'm at home, I don't feel like studying when it's in the daytime because I have a lot of chores to do, and for me, nighttime is the best time for me to study, and sometimes I choose to study here in the library or vacant classrooms where there are no people around because I feel safe or safe to work over them, but I feel comfortable in these kinds of places, especially in coffee shops and along with some music, so I think it plays a big role. I prefer group studies for subjects that have wide-coverage exams or quizzes and studying alone for small quizzes or small exams. Where I feel like I want to compete with those better than me. I myself personally am a lazy person, so note-taking would really not be an option. Sometimes I even ask someone else to write my notes for me, and I still

don't read them. I would like to have handouts so I can just read those handouts and use a highlighter and memorize some definitions or familiarize myself with what this word is and understand what this is, what this term is, and what it connects with. So me personally, I would choose studying alone, in a less crowded place, or just me alone at a table or in a room, and I would like to have some music, especially with earphones on, and the music would be that kind of relaxing music. You can be distracted from the stress that studying is taking a toll on your brain, your mind, and your body. So also I would like to have snacks and water or anything I can drink to feel refreshed, because studying without food feels so empty. Since criminology is a multi-science course, and since each subject has a different kind of topic to tackle when they're all, let's say, jumbled up together, there are a lot of quizzes and a lot of exams, so it's hard for me, especially if their quizzes and exams have the same schedules and have the same day that we have to answer them. I think it's best if I start with the hardest subject. Let's say, for example, CLJ: I would start from the hardest and go to the easiest to study. So, for me it would be time management because I fail to manage my time sometimes since I am also a student, athlete, and kuya of my house, so I have a lot of responsibilities, and those gaps in my time management will then lead to the stress of trying to catch up on what I've missed. So the study technique that did not really work out for me is memorization because while memorization helps you answer your quiz tomorrow, a few months from that quiz you can then forget about what you studied because memorization isn't actually absorbing what you've learned. Well, the indicator that I would like to highlight is when I see that my performance, let's say for example scores, I would compare it to those of the brightest in my room. There are actually around three or four of them. And when I feel like, "Oh, I'm the highest in this quiz," I feel like, "I did a good job; I studied." And I think that's the best indicator for me that what I'm doing is actually working for me. And though it feels kind of competitive, it's effective. So overall, these techniques impact me to become not just a better student but a better person individually and especially towards others, because only then can you help people who cannot help themselves. If you yourself become an example to them, and if people see that I am doing my best, despite knowing this course is very hard and very challenging. We also have capable instructors that challenge us to do more, and if they see that I am doing my best to do more, then I believe overall it can impact not just me but the people around me. To make it precise, my study techniques impact my mental health and physical health. They impact it by actually making it worse, like super worse, but still it's effective, and hopefully college is just four years, and then maybe after this I can try to fix myself because, after all, college requires sacrifice, and this is the greatest sacrifice I can give. Though I might go crazy after this course, it is what it is. My advice for students who are preparing for criminology exams is simple. You have to remember why you chose this course in the first place, why you prayed for it, and why you decided to do it, to choose it, and sometimes you have to understand that doing more is actually doing less because you're not just a student in your life; you are also a son, a daughter, you have family, you have friends, and you have things you love, like drawing, walking, running, or any sport, and if you give too much time to your academics, eventually it will take a toll on you mentally, physically, and spiritually because it cannot really satisfy no matter how much you achieve during your studies. Once you graduate, or even if you did not graduate and you end up failing a subject, you will feel like, "I think I did too much during my college journey," and instead of focusing on the people around you, you

focused too much on the course that you enrolled in, and you might find yourself forgetting it later because, after all, medals cannot replace the time we lose with our loved ones. Well, any changes I would like to improve or change in my study techniques would be finding more time to study and not giving in to the temptation of watching shows or scrolling too much on social media apps. Yes, I feel like my study technique is preparing me well for professional roles, actually preparing me for professional roles in the future because my study techniques aren't just study techniques, but they're also life techniques since I have to balance both academics and my personal journey. If there is anything else I would like to share, I believe that stressing out too much on your scores, on your performance, would eventually lead to results in your physical appearance, your spiritual beliefs, and your emotional well-being. I would suggest it's best if you do not take it too much because it might affect your relationships, it might affect how you are in the family, and you really have to maintain balance among everything. That's all. Thank you!

S4

When preparing for exams in criminology, usually my routine is that I would study one week ahead before the actual examination so that I will be able to prepare myself mentally, especially for the exhausting preparation and the things that I need to do when actually studying. So the materials I rely on are those handouts and my notebooks, my notes, PDF, and those PPTs that our teachers had sent us. I would also eat more, and I would also drink more water and try to stay healthy while preparing for the exams. My environment has a big impact on my studying because when I'm in an environment that is very noisy and I cannot focus, it usually interrupts my studying or how I study. Unlike those times that I'm all alone and it's very quiet, I am able to focus, and I am able to do more and to study more. There are times when I take caffeine or coffee. Those are the times that I'm really stressed out, and I cannot take studying anymore, and I'm too far behind on my work. So I need to take coffee so that I may be able to catch up. And I also take or eat chocolate because it helps me to be energized. But I don't drink any supplements or energy sodas or anything like that, but I do like it when, or I prefer more chocolate. I like studying alone and with flashcards. And I also like speaking to myself and letting myself understand more about the topic rather than memorizing it. I like to use AI as my help with flashcards, and I take time to actually understand the topic. Techniques that usually help me to retain memory or memorization during exams are those when I study alone. When I know that my handouts are good and correct, I am able to understand more. And I also talk to myself more when I am alone. So that's why I'm able to retain the learning's that I've learned from my teachers. Yes, there is a technique that I use when all of the subjects are, you know, coming all together. So I usually study first the last subject. That would be, or if there's a quiz that day, the last quiz would be what I study first, before the first one. Just because when I study the last quiz more than the first quiz, I can memorize it better. I don't know if I will be able to do it or not when I can still study for our last quiz. Mostly, the thing that challenges me is stress because I've been taking a toll of a lot of stress lately because of family problems and also the pressure that builds up and relationship problems. It causes stress. And because of that, I am not able to focus, I am not able to study well, and my brain just does

not function. So I try to manage stress by being with those that relieve stress or being with friends and eating good food, stress eating. The certain study technique that doesn't really work out for me is when I memorize anything too quickly. When memorization is good, I often would not remember it the next week or next month. It's good when you need to have that quiz that day, but it's not really helpful in future circumstances. I would know that I have studied it all when I can answer the questions on my flashcards. And I would know that I have done well when I score a high score during a quiz or during an exam. So these study techniques have impacted my performance in criminology. They actually impacted it very well because with the help of these study techniques, I am able to become what I am and be able to achieve a good reputation in our department. During exam periods, those are the times when my emotional state would really fracture because during exams, I know that if I don't study, I will always get anxiety. I would always be anxious and feel like I didn't do enough. I would feel that I didn't read this more. That's why I just have to study a week ahead, because sometimes I'm just being lazy, and I should have that right time management for myself. It really impacted the way I saw myself and also how my emotions can really trigger me and my academic reputation. My advice to them would be to not cram for your exams. When you really need to study, you have to study it before or ahead of time, because you really can't do anything when you cram it. And you'll do it at the last second because it will all just be a mess, and you would feel like there's this intense feeling that you are not ready and you would fail. So my advice to them is to do your best, still pray, and have to do what you need at the right time, and do not be lazy about it. The changes that I would make for myself: do not be addicted to or totally staring at my phone all the time, or sometimes because I say I can grab it. I would want to change that. I would want to also have more time to study and just understand it and not memorize it all the time. My study habits are actually preparing me for future progress because when we study or when we do things ahead, we are able to be much more successful at our job and at our profession. And when we do not cram things and don't wait for the deadline, that's a good example that you are doing well, and that would be a success. So, um, there's I don't think there's anything else I would share, but I would just say that we need to take it seriously, and we need to do it right for us to be able to achieve what we want. Because in life, it is not a race, but still, we need to do our best so that we may have no regrets in the end and be able to be happy with what we are able to achieve.

S5

My typical study routine when preparing for an exam in criminology is first the teacher will give pointers for the exam, and we focus on studying the pointers for the exam, and I will talk to myself while studying like teaching because I can easily remember, and while talking while writing the definition or terms, I can easily remember all I study. I will start my exam preparation by usually reading my notes and discussion, taking notes on some important details of the discussion, and sometimes I rely on internet research and compare the definitions because I can easily understand. Well, I eat peanuts while studying for quizzes and exams. Environment for me plays a big role, or crucial role, when it comes to studying; the more silent, the more I can focus on studying, and it also comforts me while studying with my friends because it's so effective doing group study. I

can learn easily, I can easily memorize and exchange information with them, and I can ask them directly while studying and teaching each other. Doing group study is more comfortable than writing notes in a notebook. The most effective way for retaining and applying knowledge during exams is for me group study. It is very effective and is the best advice I can give. While studying, you can learn more from them, and you can teach them. They can teach me too, and I can understand more than if I study alone. It depends on what the subject schedule for the exam tomorrow is; I will focus on that subject to study, and I don't advance study. Usually I encounter some challenges; the studies will pile up. What I will do is I will manage my time to study them one by one after a 1 hr rest and wake up early and recall what I studied earlier. I start studying around 8 and stop around 10 o'clock and wake up early and recall what I studied earlier. Cramming will not work for me. Just like group study, for me it will be easy to study criminology because in our group they like to brainstorm and will manage our time to study; if the topic is very hard, we will help each other to solve the problem and exchange information, and that's it. For me it's okay; I am not pressured if the exam is coming because I study it earlier. That's why I am not pressured because I am prepared. I recommend group study and studying alone. If I want to improve myself, I will get a tutor or teacher to teach me. Yes, I feel that my current study techniques are preparing me well for professional roles in the criminal justice fields because doing group studies is a very big help because it's like doing cooperation in duties as a group. That's all. Thank you!

S6

When preparing for an exam, I listen to the discussion properly to remember the topics carefully, and then after that I will take a note. When the exam is coming 1 or 2 days before, I will prepare a reviewer for the exam, and I will prepare bond paper, and I will put down the enumeration of all the topics and discussion on all subjects and summarize all the topics. The enumeration that I write on bond paper I will memorize carefully, and if I memorize it all, I will read the definition one by one until I absorb the definition and easily memorize the definition. I will always use a yellow pad and a black ballpoint pen. Notes and PowerPoint I will read them repeatedly. Environment for me plays a big role, or crucial role, when it comes to studying; it helps me a lot because I can learn very well at home studying. I prefer studying alone because if the exam is coming, I will study while talking to myself or like teaching myself, and I will ask my classmate some questions to understand each other and take some information. My very favorite part of studying is by enumerating all the topics and subjects; for me it is very effective to study, but it is time-consuming because I am writing while enumerating the topics, like very long topics. It is very time-consuming, but it is worth it, but once you write all the topics, you can easily memorize them. You can easily familiarize yourself; it depends on the person, but in my way, this is very effective for me to study and repeat reading it, and you can understand it or memorize it. I do enumeration because it is very easy to understand it rather than long sentences like theories, which have so many sentences. That's why I enumerate it in a short way to understand easily, memorize it, and distinguish the key points of the topic I read. I will first study the subject that I can't familiarize myself with; I will first study the very hard topics and absorb them little by little, and after that I will go to the easy topic. For me, cramming is very challenging to

me and my personal problems, but sometimes I will motivate myself to study harder, and I have a reason behind that: I will choose to set aside my personal problems and focus on my studies, and sometimes I will choose to solve my problems rather than to study. Some techniques are not effective for me, like flashcards. I tried them once, but they were not effective for me. For me, it is more effective to enumerate all the topics and read them repeatedly. I will base my score on exams; if my exam score is passing, I am okay with that, which is my indicator. So base on my performance it is very effective my study techniques to me. It is very easy to use; if in an exam, I can easily answer all questions, and I can understand it easily except some questions are new to me, but overall, while using my method, it is very effective for me and all my techniques for study. For me, for criminology, I can advise you to find your own techniques and methods for studying and find what you're comfortable with. For me, using cramming, for me, yes, because it is very effective. By reading and listening carefully to the discussion. Thank you, that's all.

S7

Personally, I only studied when I knew that there was an upcoming exam, oral recitation, or quiz. Most of the time, I am in-house, just relaxing, and if I study, I set an alarm and allocate time. For example, if I set an hour to study, I will do nothing but study in that specific time frame no cellphone and no, no, no distractions. My preparation for the exam is only reading and comprehending, and if ever I used any materials, I only used those books I have and those PowerPoint presentations I took during class or lectures, and when I struggle to understand a specific subject, I use the teaching method of imaging that I am teaching a student or explaining to a classmate because it is easy to understand if I use that method. The role of my environment in my studies is very important... I like to study in silence; I cannot focus and understand what I am reading if my environment is so noisy and I also prefer studying alone; group study is not my thing. My technique in studying if I have so many quizzes or exams on that day is that I allocate time I divide my time I start on those subjects I find less difficult because if I prioritize the difficult ones, it will be time-consuming. If I have to read several pages of every subject, I divide it into 2 sets; every set consists of 1 hour. My struggle was my limited vocabulary; there are words that I do not understand, and it is challenging, especially in the English language. There are no instances that my study techniques did not work because I do not have any; the only tool I used was books, and reading them over and over until I understood them was more effective for me. I do not assess my progress while studying; I only study when I know there are upcoming exams or oral recitations. Effective studying is easy when you understand what you read, read, and comprehend. That is my way to answer in exams. If we talk about techniques, they do not affect my mental health; my only struggles are the pressure and stress while studying because of many exams or quizzes at the same time. If I could give advice to others, it's not about studying but about their lifestyle. They should care for their body; they should eat properly and not stay up too late if it's not important, but most of all, for those criminology students, they should exercise. The thing I want to improve in myself is my vocabulary. I want my learning to expand and also my communication skills because even though I know the answer, I do not know how to construct what is in my mind. I feel like my current study techniques will prepare me for future licensure exams because they work while I am still studying or in college.

My typical study routine is a mix of group study and individual study. For me, group study is essential because we can discuss confusing topics and see things from a different perspective. I usually start by reviewing my notes from lectures. I will highlight those important terms and try to summarize them in my own words. My preparations for the exam always start by organizing all the materials I will use. I also make a list of the pointers that will be on the exam. I need to organize everything before I dive into the details. The environment is super important for my study routine. My dorm room is great for solo sessions, especially at night. I am more productive at night, so I can focus, and late-night sessions are quiet and less distracting. There are a few key techniques I used, the active recall, which means I try to remember information without looking at my notes. I will read a sentence, close the book, and try to explain it out loud. I also used the blurting method; the blurting method involves writing down everything I can remember about a topic without referring to my notes or study materials. Afterward, I will compare what I have written with the original notes to identify areas I need to review further. The blurting method is probably the most effective for me because I can recall what I studied once I write it down. For example, the Criminal Law and Jurisprudence (CLJ) is mostly memorization and requisites, and all so for me, writing it down is the most effective. I manage the number of materials by creating a study schedule. I will assign a specific topic and divide my hours of study. I put a lot of effort into the subject I hardly understand. I start on those topics less difficult because it will be time-consuming if I prioritize the hardest topics. My biggest challenge is time management, especially when I have multiple exams in a short period, like the Exit Assessment or the CTSS. I get so overwhelmed. I have found that simply re-reading my notes does not work for me. I need to write it down and blurt it out for it to be effective. I assess my progress by making a set of questions and trying to answer them, and also, I try to ask my classmates and ask for their opinions about certain topics I don't understand. My study techniques do not affect my mental and emotional well-being, unless I don't have time before an exam, because, personally, I think my study techniques are time-consuming, but overall, I think they work pretty well. My advice would be to start early and focus on active learning. Don't just read what's in the book; try summarizing it in your own words, understand what you read, and comprehend it. Don't be afraid to try other techniques; maybe you will find what suits you best. I want to get better at analyzing questions because mostly in criminology exams often a lot of analysis, not just the definition of terms. I also want to improve my communication skills in terms of oral recitations because there are times, I know the answer, but I am not confident, and I can't construct the proper answer I have in mind. I think so. In my ability to handle pressure and break down complex information, analyze different topics, and with my current study techniques, I think I am prepared for a future professional role. Remember that what works for me might not work for you. It is best to find what study techniques work for you. Love what you are doing, so you don't find it hard every step of the way, and don't forget to take a break and take care of yourself

My typical study routine for exams is focused and systematic. I always begin by figuring out the exam's format whether it's multiple choice, essay based, or an identification test so I can tailor my study plan accordingly. Then, I actively review my lecture notes and Powerpoints, highlighting key points and important topics in my notes. To make the material more manageable, I create my own study guides using flashcards, manila paper, and other materials, which helps me consolidate everything into one accessible resource. I also regularly use active recall to test myself on topics where my understanding is weak, and if I'm still struggling with something, I'll reach out to a classmate for help. The environment where I choose to study is crucial to my success as a criminology student. For me, my bedroom is the ideal spot. It's the quietest place in the house, and my family respects my need for uninterrupted study time, which prevents distractions and allows me to stay focused. I find that studying alone works best for me since I can't concentrate in groups. Even the library can be a bit too noisy, so a solitary, silent space is essential for me to absorb and retain complex information. My go-to study strategy for a criminology exam is a multi-faceted approach that focuses on active learning. I make it a point to study at times when I know my brain is most active and receptive, which for me is early in the morning from 4 a.m. to 6 a.m., then a mid-morning session from 9 a.m. to 11 a.m., and a final session in the early afternoon from 1 p.m. to 4 p.m. I avoid studying in the evenings because I find it hard to focus, and I prioritize getting enough sleep because I know it's crucial for my brain to process and integrate what I've learned. While studying, I snack on "smart foods" like cucumber, dark chocolate, and nuts to keep my mind sharp. My specific techniques include using the Feynman Technique, color-coded notes, spaced practice, and retrieval practice. I also make it a habit to write out key concepts that I want to memorize, relying solely on my memory to write them down without looking at my notes. This process helps to set the information in my mind. Active recall and Feynman techniques works best for me. Active recall is all about challenging myself. Instead of just reading a chapter and highlighting, I close my book and try to remember as much as I can. It's like a mental workout. I'll ask myself questions about what I've just read, or I'll try to write down the main points from memory. This process of pulling information from my brain, rather than just passively looking at it, is what really makes it stick. It's tough at first, and I might get a lot wrong, but I know that's the point. It shows me exactly where my knowledge gaps are so I can go back and fix them. The Feynman Technique takes that idea a step further. It's my way of making sure I've truly grasped a complex concept. I pretend I'm teaching a difficult topic from my criminology class, like a specific criminal theory or a legal principle, to someone who knows nothing about it maybe a young kid. I use the simplest language possible, avoiding all the jargon. If I can't explain it in a clear, straightforward way, it means my own understanding is weak. That's my signal to go back to my notes or textbook and review until I can explain it simply. It's a fantastic way to break down complicated ideas into their most basic components. Spaced practice, or distributed practice, is one of my core study techniques. Instead of cramming all my study time for a subject into one long session, I spread it out over several days or weeks. For me, it's about giving my brain a chance to forget and then re-learn the information, which strengthens the memory over time. I start with a topic, then I'll wait a day or two before I review it again, and then I'll wait a bit longer for the next review, and so on. This

approach feels a lot more effective and less stressful than trying to absorb everything at once. Since the exam schedule is out, I make sure to prioritize. I focus on the subjects that will be held first by the faculty members, applying this spaced practice routine to them, and then I move on to the next one on the schedule. The challenges I encounter when preparing for an exam are very relatable: I struggle with time management, get overwhelmed easily, and sometimes feel lazy. These issues directly impact my study strategies. When I'm not managing my time well, I often fall behind on my spaced practice routine, which makes me feel even more overwhelmed as the exam date approaches. The feeling of being overwhelmed can lead to procrastination and a sense of paralysis, making it difficult to even start studying. This, in turn, feeds the feeling of being lazy, causing me to put off my planned study sessions and miss out on the valuable active recall and Feynman Technique practice that would help me the most. I don't have instances where a study technique didn't work for me because my process from the very beginning was to find what fits me best. I made sure to experiment with a wide range of study methods. If something didn't click or felt ineffective, I immediately crossed it off my list. This trial-and-error approach has led me to a personalized and highly effective set of techniques that I rely on, ensuring my study time is always productive and never wasted on methods that don't align with my learning style. I assess my progress while studying by using a few specific indicators that help me track my preparedness for exams. For me, it's not just about how many hours I've studied; it's about the quality of that study time and whether the information is actually sticking. My main indicators are my performance on practice questions and my ability to explain concepts without any notes. I see a positive trend in my performance on practice tests and quizzes. When I can consistently answer questions on a topic that I studied days or even a week ago, I know the information has been moved into my long-term memory. Another key indicator for me is my ability to explain a concept in my own words. When I can confidently teach a topic to an imaginary person or even just articulate it clearly to myself I know I've achieved a deep level of understanding. That's a huge milestone for me. For me, using effective study techniques has a direct and significant impact on my overall academic performance. It's not just about getting a good grade on a single exam; it's about building a strong foundation of knowledge that makes me a more confident and capable student. When I consistently use my go-to techniques like the Feynman Technique, spaced practice, and active recall I feel less stressed and more in control of my learning. Instead of just memorizing facts for a test, these methods help me truly understand and connect the concepts. This deeper understanding means I can apply what I've learned to new scenarios, and I don't have to start from scratch when I encounter a related topic in another subject. Using my specific study techniques has a profound positive impact on my emotional and mental well-being during exam periods. The proactive and structured nature of my approach helps me feel in control, which significantly reduces the stress and anxiety that usually come with exams. Because I've spent time finding and refining the techniques that work for me like using spaced practice and the Feynman Technique I have confidence in my preparation. This confidence means I'm less likely to fall into the trap of panicking and feeling overwhelmed. The feeling of being prepared is a huge mental boost. My study routine also supports my well-being by prioritizing sleep and including "smart foods" in my diet. I know that getting enough rest is crucial for my brain to process information. This helps me feel refreshed and mentally sharp, which is

essential for staying calm and focused. The healthy snacks also keep my energy levels stable, preventing the mental fatigue and sluggishness that can make studying feel impossible. My advice to fellow criminology students about preparing for exams is to find a study technique that truly works for you. I'd start by figuring out what type of learner you are. Are you a visual learner who needs charts and diagrams? An auditory learner who benefits from listening to lectures or discussions? A kinesthetic learner who learns by doing? Or do you need movement to help you focus? Once you figure out your learning style, you can then try out study techniques tailored for that specific type of learner. Another approach is to simply try out everything, list the ones that work best for you, and cross out those that don't. The key is to be proactive and figure out your personal study system. I also can't stress this enough: study every day as much as you can. Avoid cramming at all costs, but if you absolutely have to, start at least two weeks before the exam. The study techniques I've developed are preparing me incredibly well for my future professional roles in the criminal justice field. I'm confident in saying this because my methods go beyond simple memorization; they're building the critical skills that are essential for a career in this field. For example, when I use the Feynman Technique to break down complex theories, I'm not just learning for an exam I'm developing the ability to analyze and simplify intricate situations, a skill that's crucial for roles like a police investigator or a criminological researcher. Similarly, my use of active recall and retrieval practice is training my brain to quickly access and apply vast amounts of information under pressure, which is vital for quick decision-making in high-stakes situations. My disciplined approach to time management, which includes studying during my most productive hours and prioritizing sleep, is also helping me build the self-discipline and mental resilience needed to handle the demands of a professional career.

APPENDIX D

THESIS/RESEARCH DATA GATHERING APPROVAL FORM

1/1		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 10, 2025			
Name of Authors: BUOT, CHARLENE L. BACORNAY, DESIREE FUENTEVILLA, ERIKA E. PEREZ, JOHN BRYAN D.			
College/Department: <u>CRIMINOLOGY DEPARTMENT</u>			
Research Title: <u>ACHIEVING EXAMINATION SUCCESS IN CRIMINOLOGY: AN EXPLORATION OF EFFECTIVE STUDY TECHNIQUES</u>			
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: <u>High Performing Students in Criminology</u>			
c. Procedure:			
☐ Survey	☒ Interview	☐ Experimentation	☐ Laboratory Testing
d. Place of Implementation/Study Area: <u>Misamis University</u>			
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: <u>August 2025</u>			
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:			
MRS. ANGELITA ALVARICO Thesis/Research Adviser		DR. MARKDY TIBONG Thesis/Research Instructor	
Approved by:			
DR. JOSE E. CUEVAS, JR. College Dean			

APPENDIX E

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator

(Nagtuon): Charlene L. Buot, Erika E. Fuentevilla, Desiree S. Bacornay, John Bryan D. Perez

Course: Bachelor of Science in Criminology

College: College of Criminology

Email / Contact Number: sharleneleuterio@gmail.com / 09124927345

Thesis Title: Achieving Examination Success In Criminology: An Exploration of Effective Study Techniques.

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Charlene L. Buot</u>, the principal researcher/investigator of the study entitled "<u>Achieving Examination Success In Criminology: An Exploration of Effective Study Techniques.</u>" I am a student under the program of Bachelor of Science in Criminology at Misamis University in Ozamiz City. I am to conduct the research with <u>Joanavic Alduhesa</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>Charlene L. Buot</u>, ang nagpahigayon sa pagtuon kabahin sa "<u>Achieving Examination Success In Criminology: An Exploration of Effective Study Techniques.</u>" Ako usa ka estudyante sa Bachelor of Science in Criminology sa Misamis University. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahanglang 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 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 (Katuyoan)	The purpose of this study aimed to provide valuable insights into specific study techniques that enhance academic success among criminology students. (Indicate the significance). <i>(Ang katuyuan niini nga pagtuon mao ang aimed to provide valuable insights</i>

	<i>into specific study techniques that enhance academic success among criminology students. Kini nga pagtuon makahatag og (kaayuhan).</i>
Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	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 (Pagpili sa mga Partisipant)	The selection of the participants is based on the following inclusion criteria: <u>Purposive Sampling</u> (Indicate as applicable to your study.) <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: Purposive Sampling)</i>
Voluntary Participation (Boluntaryo nga Partisipasyon)	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 (Pamaagi)	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 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 30 to 50 minutes. <i>(Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 30 to 50 minutes)</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</i>

	<i>risgo. 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 effectiveness of study techniques in achieving examination success. Thus, your responses shall be highly valued being deemed important in the field of Criminology. <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa to shed light or provide understanding about the effectiveness of study techniques in achieving examination success. . Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa Criminology.)</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-amping sa Datos)	Only the researcher will have access to the information and responses of the participants. The personal identifying information 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 giimprinta 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>Charlene L. Buot, Erika E. Fuentevilla, Desiree S. Bacornay, John Brayan D. Perez,</u> Cellphone Number/s: <u>09124927345</u> e-mail ad: <u>sharleneleuterio@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>CHARLENE L. BUOT, ERIKA E. FEUNTEVILLA, DESIREE S. BACORNAY, JOHN BRYAN D. PEREZ</u>

PART II. CERTIFICATE OF CONSENT

This research entitled "Achieving Examination Success In Criminology: An Exploration of Effective Study Techniques." by Charlene L. Buot, Erika E. Fuentevilla, Desiree S. Bacornay, John Brayan D. Perez, with the aim of gathering information and data pertaining to technique used while studying that lead to achieving examination success, has been presented and explained to me clearly. Since the study involves Students in Criminology, I am chosen as one of the participants.

(Kini nga pagtuon gititulohan, "Achieving Examination Success In Criminology: An Exploration of Effective Study Techniques." ni Charlene L. Buot, Erika E. Fuentevilla, Desiree S. Bacornay, John Brayan D. Perez, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa technique used while studying that lead to achieving examination success, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa Students in Criminology, 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): JOANAVIC ALDUHESA

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

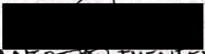
	MISAMIS UNIVERSITY Ozamiz City Department of Student Affairs & Services
MU-DSAS-006/02June2023	

PARENT'S CONSENT
COLLEGE OF CRIMINOLOGY
Sponsoring Group/Organization

I am allowing my son/daughter/ward, ERIKA E. FUENTEVILLA, to join the RESEARCH DATA GATHERING (activity) to be held on JULY 28, 2025 at MISAMIS UNIVERSITY under the supervision of ANGELITA B. ALVARICO (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>SANTOS E. FUENTEVILLA</u> Signature over printed name of Parent/Guardian National ID No. <u>9372-9020</u>	<u>JAN 14 2026</u> Date
 <u>ERIKA E. FUENTEVILLA</u> Signature over printed name of Student National ID No. <u>6415-4890-8403-5773</u>	<u>JAN 14 2026</u> Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

SUBSCRIBED AND SWORN to before me, this day of JAN 14 2026 at CITY OF OZAMIZ, Philippines, that the herein affiant personally came and appeared with his/her below their name, as evidence of his/her personal identity.

Doc. No. 44
Page No. 103
Book No. III
Series of 20 23

ATTY. RABINDRANATH S. POLITO
Notarial Commission No. 2025-02
Notary Public for Ozamis City and Clarin
Until 31 December 2026
Roll of Attorneys No. 76977; TIN 948-122-314
IBP No. INV 583305; 02 January 2026, Mis. Occ. Chapter
PTR No. 6007867; 05 January 2026, Ozamis City
MCLE Compliance No. VIII-0016916 valid until 04-14-2028
2nd floor, LKT Bldg., P3, National Highway
Brgy. Catadman-Manabay, Ozamis City
09171031665; 088-521-6434
attyrabindranathpolito@gmail.com

Notary Public
Until _____
PTR No. _____
IBP No. _____
TIN No. _____
Roll No. _____

APPENDIX G

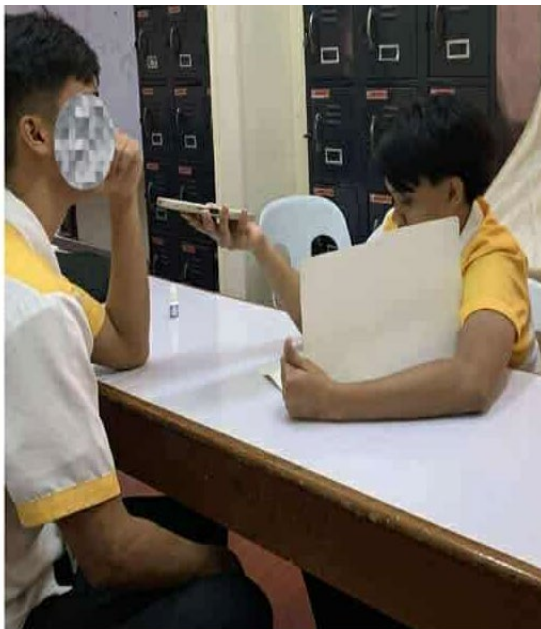
DOCUMENTATION



During the interview with a participant regarding his challenges encountered in studying in August 2025



Interview with a student as the first participant of the study at Misamis University.



This was conducted to gather preliminary insights and perspectives relevant to the research.



The preliminary assessment was performed to determine participants' initial knowledge and attitudes.

APPENDIX H

CERTIFICATE OF PUBLICATION



Mediterranean Journal of Basic and Applied Sciences
| Website: www.mjbas.com | Quarterly International Journal | Email: mjbaseditor@gmail.com |
| ISSN: 2581-5059 | Impact Factor: 5.971 | Ref. No.: MJBAS/2025/79387 |

Certificate of Publication

This is to certify that
John Bryan D. Perez
Has published an article entitled
**Achieving Examination Success in Criminology: An Exploration of
Effective Study Techniques**
In
Volume 9, Issue 4, October-December 2025
Mediterranean Journal of Basic and Applied Sciences





Mediterranean Journal of Basic and Applied Sciences
| Website: www.mjbas.com | Quarterly International Journal | Email: mjbaseditor@gmail.com |
| ISSN: 2581-5059 | Impact Factor: 5.971 | Ref. No.: MJBAS/2025/79387 |

Certificate of Publication

This is to certify that
Desiree S. Bacornay
Has published an article entitled
**Achieving Examination Success in Criminology: An Exploration of
Effective Study Techniques**
In
Volume 9, Issue 4, October-December 2025
Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Charlene L. Buot

Has published an article entitled

**Achieving Examination Success in Criminology: An Exploration of
Effective Study Techniques**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Erika E. Fuentevilla

Has published an article entitled

**Achieving Examination Success in Criminology: An Exploration of
Effective Study Techniques**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Angelita B. Alvarico

Has published an article entitled

**Achieving Examination Success in Criminology: An Exploration of
Effective Study Techniques**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



Certificate of Publication

This is to certify that

Jose F. Cuevas Jr.

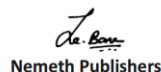
Has published an article entitled

**Achieving Examination Success in Criminology: An Exploration of
Effective Study Techniques**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



APPENDIX I

TURNITIN RESULT

 Misamis University

Document Details

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CHARLENE L. BUOT.doc

File Size
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65 Pages

16,357 Words

99,664 Characters

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A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

CURRICULUM VITAE

PERSONAL DATA

Name : CHARLENE L. BUOT
Date of Birth : February 10,2002
Parents : Alan O. Buot & Charlotte L. Buot
Residence : P-1 Talisay malaubang Oz. City
Contact Number : 09124927345
Email Add : sharleneleuterio@gmail.com



EDUCATIONAL ATTAINMENT

College : Bachelor of Science of Criminology
Misamis University
Ozamiz City
June 2026

Secondary : Ozamiz City National High School
Mayor Fernando Bernad Ave, Ozamiz, Mis Occ
2020-2022

Misamis Institute of Technology
Purok 10, Bañadero, Misamis Occidental, Ozamiz City
2017-2020

Elementary : Ozamiz City Central School
Ostia Ave., Tinago, Ozamiz City, Misamis Occidental
2013-2014

SEMINARS & TRAINING ATTENDED

- Reserved Officers Training Course – Medical Unit
Misamis University, Ozamiz City
2022–2023

- Seminar-Workshop in Dactyloscopy
Misamis University, Ozamiz City
November 18, 2023
- United Nations Sustainable Development Goals
Misamis University, Ozamiz City
November 13, 2025
- Water Search and Rescue Training
Misamis University, Ozamiz City
December 12–16, 2025
- Effective Communication in Action: Skills and Strategies
Misamis University, Ozamiz City
February 20, 2026
- Seminar on Police Report Writing
Misamis University, Ozamiz City
February 27, 2026

CURRICULUM VITAE



PERSONAL DATA

Name : DESIREE S. BACORNAY

Date of Birth : May 31, 2003

Parents : Madeliene M. Bacurnay & Rosalito L. Bacurnay

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Email Add : desireesabellano4@gmail.com

EDUCATIONAL ATTAINMENT

College : Bachelor of Science of Criminology
Misamis University
Ozamiz City
June 2026

Secondary : Molave Vocational Technical School,
Mabini Street, Molave Zamboanga del Sur
2015-2019

Molave Vocational Technical School,
Mabini Street, Molave Zamboanga del Sur
2019-2021

Elementary : Molave Regional Pilot School
Training School, 3FVQ+HFR, Molave Zam del Sur
2009-2015

SEMINARS & TRAINING ATTENDED

- Reserved Officers Training Course – Medical Unit
Misamis University, Ozamiz City
2022–2023
- Seminar-Workshop in Dactyloscopy
Misamis University, Ozamiz City

November 18, 2023

- United Nations Sustainable Development Goals
Misamis University, Ozamiz City

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Misamis University, Ozamiz City

February 20, 2026

- Seminar on Police Report Writing
Misamis University, Ozamiz City

February 27, 2026

CURRICULUM VITAE

PERSONAL DATA

Name : JOHN BRYAN D. PEREZ
Date of Birth : March 10,2003
Parents : Eunice D. Perez & Johnny A. Perez
Residence : P-Garcia Cagay-Anon Sinacaban Mis. Occ
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Email Add : Dahiliperez5674@gmail.com



EDUCATIONAL ATTAINMENT

College : Bachelor of Science of Criminology
Misamis University
Ozamiz City
December 2026

Secondary : Misamis University
H.T. Feliciano St, Ozamiz, Misamis Occidental
2019-2021

St. Joseph Highschool
2015-2019

Elementary : Cagay-Anon Elementary School
Sinacaban, Misamis Occidental
2009-2015

SEMINARS & TRAINING ATTENDED

- Reserved Officers Training Course – Medical Unit
Misamis University, Ozamiz City
2022–2023
- Seminar-Workshop in Dactyloscopy
Misamis University, Ozamiz City
November 18, 2023

- United Nations Sustainable Development Goals
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Misamis University, Ozamiz City
February 20, 2026
- Seminar on Police Report Writing
Misamis University, Ozamiz City
February 27, 2026

CURRICULUM VITAE

PERSONAL DATA

Name : ERIKA E. FUENTEVILLA
Date of Birth : August 24, 2003
Parents : Santos C. Fuentevilla & Alice N. Fuentevilla
Residence : Pingol kaamiño street, Ozamiz city
Contact Number : 09700578767
Email : erikafuentevilla24@gmail.com



EDUCATIONAL ATTAINMENT

College : Bachelor of Science of Criminology
Misamis University
Ozamiz City
December 2026

Secondary : Misamis University
H.T. Feliciano St, Ozamiz, Misamis Occidental
2016-2022

Elementary : Ozamiz City Central School
Ostia Ave., Tinago, Ozamiz City, Misamis Occidental
2010-2016

SEMINARS & TRAINING ATTENDED

- Reserved Officers Training Course – Medical Unit
Misamis University, Ozamiz City
2022–2023
- Seminar-Workshop in Dactyloscopy
Misamis University, Ozamiz City
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