

**LIVED EXPERIENCES OF FRATERNITY-AFFILIATED CRIMINOLOGY
STUDENTS: A PHENOMENOLOGICAL STUDY**

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CERTIFICATE OF PANEL APPROVAL

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ABSTRACT

Fraternities and sororities are social organizations commonly found in both state and private universities and colleges. They often play a significant role in college life, providing students with opportunities to meet new people, build friendships, and participate in social events. This study explored the lived experiences of criminology students who are active fraternity members in Misamis Occidental, focusing on how they manage and balance academic responsibilities, fraternity obligations, and personal commitments. Using a qualitative phenomenological research design, data were gathered through in-depth semi-structured interviews with ten fraternity-member criminology students. The data were analyzed using Moustakas' phenomenological reduction, which resulted in the emergence of key themes including time management and prioritization, task management and personal discipline, academic and scheduling challenges, fraternity expectations and pressure, discipline and motivation, stress relief and emotional support, and guidance for future members. Findings revealed that while fraternity involvement presents challenges such as fatigue, overlapping schedules, and organizational pressure, it also provides motivation, peer support, discipline, and a sense of belonging that help students prioritize academics and persevere. The study concludes that fraternity membership, when supported by effective self-management strategies and a culture that values education, can contribute positively to students' academic performance and personal development. The results offer valuable insights for students, fraternities, and educational institutions in promoting a balanced and supportive academic environment. It is recommended that fraternities and educational institutions foster a culture that emphasizes personal responsibility, where students are expected to balance their organizational involvement with their academic commitments through effective time management and peer support. Universities can send one short weekly reminder to students involved in fraternities or organizations, listing key academic deadlines, upcoming meetings, and a tip to plan priorities for the week. This doesn't require extra meetings or long workshops—just a quick digital notification that helps students stay aware of their responsibilities and manage time effectively.

Keywords: *academic–fraternity balance, fraternity membership, self-discipline, student engagement, time management.*

DEDICATION

This study is dedicated to the researcher, whose unwavering faith, determination, and perseverance served as the foundation of this academic journey.

Through resilience, discipline, and a deep commitment to uncovering truth and fostering understanding, this work was made possible.

This is also dedicated to our mother, father, and siblings, whose constant love, encouragement, and resilience provided strength during moments of doubt and discouragement.

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The Researchers

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INTRODUCTION

Background of the Study

Fraternities and sororities are social organizations commonly found in both state and private universities and colleges (Bello & Palarisan, 2022). Currently, in the United States, these organizations are present on approximately 650 college campuses (McCabe, 2024). In the Philippines, fraternities are primarily regulated by the Anti-Hazing Law, Republic Act No. 8049. This law, also known as the “Anti-Hazing Act of 1995,” prohibits hazing and regulates initiation rites in fraternities, sororities, and other organizations. It mandates stricter rules and regulations to ensure the safety and welfare of individuals joining these groups and imposes penalties on those found guilty of hazing-related activities. The law was enacted to prevent hazing-related injuries and deaths in fraternities and similar organizations (Lawphil, 2023).

Fraternities often play a significant role in college life, providing students with opportunities to meet new people, build friendships, and participate in social events. A fraternity functions as a structured community that provides social support, academic help, and opportunities for character development through peer interaction, mentoring, and organized activities (Dixon et al., 2023). Within this setting, members learn responsibility, discipline, and time management while balancing their organizational duties with their academic work (Acompañado et al., 2024). Beyond its social role, a fraternity also serves as a place for leadership training and civic involvement by encouraging participation in community service and group projects, contributing to the overall development of students and their adjustment to university life.

Fraternity members were commonly identified as active contributors to both the social and academic aspects of university life (Pike, 2020; McCready et al., 2023; McGuire et al., 2020). Fraternities offered their members support networks and avenues for self-improvement, serving not only as social groups but also as organized environments that promoted discipline, responsibility, and time management (Coleman, 2024; Gibson et al., 2024; Estoce et al., 2024). Rather than acting as distractions, fraternities functioned as platforms for learning and personal development by fostering peer support, mentorship, and the sharing of resources (Matthews, 2022; Parks et al., 2021; Martin et al., 2020). Through these channels, members were able to balance their obligations, pursue academic excellence, and strengthen their commitment to holistic growth (Celestin, 2025; Alloui & Mourdi, 2023; Khan et al., 2024).

Fraternity participation also helped in the enhancement of leadership and organizational abilities (Garret et al., 2021; Papazoglou et al., 2022; Papaioannou et al., 2022). Members were usually given tasks like planning events, organizing activities, and participating in community service, all of which enhanced confidence and prepared them for working life (Ulfah, 2023; Hurd et al., 2023; Cress et al., 2023). Apart from studies, fraternities placed great importance on brotherhood, service, and teamwork, virtues that made them resilient and flexible (Causseaux, 2020; McGuire et al., 2020; Estoce et al., 2024). These qualities not only helped students stay committed to their studies but also built important skills such as communication, teamwork, and problem-solving that were useful in school and future careers.

Students who are active members of fraternities often faced difficulties in balancing their academic performance with organizational duties and personal responsibilities

(Estoce et al., 2024). The demands of attending meetings, participating in activities, and fulfilling fraternity roles can place pressure on their time and energy, which may affect their focus on schoolwork. Despite these challenges, fraternities can still support academic performance by providing structured peer support, and motivation to succeed (Urien, 2024). According to Culbreath (2025), through shared study habits, mentoring, and academic guidance, members are encouraged to stay committed to their studies and managed their time more effectively. The disciplined and supportive environment helped students cope with academic stress, meet deadlines, and remain engaged in their coursework, especially for criminology students who must balance rigorous academic demands with active organizational involvement.

A study conducted by Bello and Palarisan (2022), entitled “*Factors Affecting Involvement of Students in Fraternities and Sororities*,” examined the participation of students in fraternity and sorority organizations. The study involved students from various programs, including BS in Agriculture (with majors in Horticulture and Animal Science), BS in Agribusiness (major in Enterprise Management), BS in Agroforestry, BS in Information Technology, BS in Agricultural Engineering, and Bachelor of Secondary Education (with majors in Science, Mathematics, and Technology and Livelihood Education). Additionally, students from the Diploma program in Associate in Computer Technology were included. The study identified seven (7) registered fraternities, with a total of 148 students who actively participated as members during the School Year 2015–2016.

In their study, Table 1 presented the summary distribution of respondents from registered fraternities and sororities for the School Year 2015–2016, with a total of 148

members included in the study. Among the organizations, Alpha Kappa Rho had the highest number of respondents with 36 members, making it the largest group represented in the study. This was followed by Lambda Theta Psi with 28 members. Both Alpha Psi Epsilon Society and Alpha Theta Omega had an equal number of respondents, with 23 members each. Xi Kappa Sigma contributed 20 members, while Alpha Psi Kappa had 17 members. The organization with the smallest representation was Alpha Phi Omega, with only 3 members. Overall, the data showed that participation in the study varied across organizations, with some fraternities having significantly higher representation than others.

On the other hand, results from table 3 showed the profile of the respondents of the study. In terms of gender, 68.92% were males and 31.08% were females. The result indicated that most of the respondents were males. In terms of year level, 52.70% belonged to the 2nd year students; 21.62% belonged to 3rd year students; 23.65% belonged to 4th year students; And only 2.03% belonged to 5th year students. The result implied that majority of the students who were engaged in fraternities and sororities were new recruits since students in first year Level were not allowed to join fraternity and Sorority. In addition, according to the study conducted by Waterman (2025), “high” was defined as more than 20% of the undergraduate population (students enrolled in a college or university who had not yet graduated) participating in Fraternity and Sorority Life (FSL) organizations.

Student organizations in general contribute to students' character formation, leadership, and academic involvement (Hidayah et al., 2022; Mustaqim&Wahjoedi, 2024; Igbal et al., 2023). They offer mechanisms for acquiring competencies that go beyond the classroom, such as networking, communication skills, and social adjustability (Zamiri & Esmacili, 2024; Eisenman et al., 2020; Sala et al., 2020). Fraternities specifically have

added benefits such as mentorship, tutorial programs, and peer mentoring, which positively impact academic performance (Dixon et al., 2023; Blankenship et al., 2020; Madry, 2020). Also, they are areas where members form lasting relationships, enhance professional networks, and have experiences of all-round self-development (Pauknerova et al., 2024; Xu et al., 2025; Li, 2025).

Whereas fraternities were commonly stereotyped with hazing, peer pressure, or violence, most members proved the organizations to be agents of empowerment and discipline (Parks et al., 2021; Allan et al., 2020; Davis, 2022). In the case of criminology students, fraternity membership enhanced their sense of responsibility and accountability, attributes that closely matched the role they would play in the criminal justice and law enforcement professions (Von Lampe & Blokland, 2020; Punch, 2022; Trevino & Nelson, 2021). Membership led them to exercise discipline within and out of the classroom, making sure that schoolwork remained at the forefront while upholding fraternal obligations (Jett, 2022; Tshimilandou, 2024; Ardoin, 2023). This broadened the common perception of fraternities by focusing on the positive, academic aspect that was often neglected (Sasso et al., 2024; Knight, 2024; Boykin, 2023).

Just as significant, membership in a fraternity also provided a sense of belonging that alleviated feelings of loneliness and academic pressure (Maldonado, 2020; Estoce et al., 2024; Coulter, 2024). Research indicated that students who had the support of their peers were more apt to continue their studies, perform well in their coursework, and gain confidence in their work. Members of fraternities not only shared academic opportunities but also strategies for coping with stress, juggling multiple commitments, and overcoming personal dilemmas (Estoce et al., 2024; Giacalone, 2022; Erwin, 2024). These types of

environments built an encouraging culture in which the students were encouraged to succeed individually and as a group (McNair et al., 2022; Doyle, 2023; Lakey, 2020).

Moreover, fraternity life typically replicated the requirements of actual professional environments where teamwork, leadership, and flexibility are called for (Gibson et al., 2024; Coleman, 2024; Parks et al., 2021). Members had to handle schedules, coordinate tasks, and make choices that impact themselves and their companies (Newman&Ford, 2021; Kerzner, 2025; Berczuk, 2025). All of this takes effective self-management, a quality that guarantees scholarly duties do not get overlooked even with the pressures of fraternity life (Meng&Ning, 2021; Bush, 2020; Reilly et al., 2022). For criminology students, according to Tad-awan et al. (2024), Zaportiza and Cuevas (2025), and Rutledge Jr. (2024), this alignment of academic needs and organizational tasks reinforces criminology students' training for careers that demand strong leadership, orderliness, and a sense of responsibility to others.

The purpose of this study was to examine how affiliation with a fraternity influenced students' overall college experience. It sought to contribute to existing literature on the effects of fraternity participation on students' academic and personal lives. Given the demanding nature of criminology programs and the additional responsibilities associated with fraternity membership, the study also investigated how students managed these dual roles through prioritization, structured routines, and peer support. Furthermore, it explored the impact of fraternity affiliation on criminology students by determining how membership shaped their discipline, leadership, teamwork, accountability, and academic focus. Overall, the study aimed to demonstrate how fraternity involvement affected both

the academic performance and personal development of criminology students while they remained actively engaged in their organizations.

It is an empirical gap because previous studies have already discussed fraternities in general such as their roles in leadership, discipline, and support but there was little actual research evidence focusing on the lived experiences of criminology students who are fraternity members, particularly on how they self-manage and balance academics, fraternity duties, and personal life. In other words, the problem was not the absence of theory, but the lack of direct investigation and data about this specific group and behavior.

While fraternities were often acknowledged for providing structure and support, there remained limited exploration of the lived experiences of members in applying self-management strategies that allowed them to excel academically while remaining active in fraternity life (Claiborne, 2022; Folsom, 2024; Frazier, 2022). This research bridged that gap by examining the self-management strategies of fraternity-member criminology students. In addition, the study offered a clear way to understand how students managed themselves within student organizations, especially in demanding programs like criminology. It also adds to discussions on student development by showing how personal self-control and group support work together in higher education. The relevance of this study was that it could provide students, instructors, and administrators with applicable information (Mazadu et al., 2022; Ohara, 2023; Owan et al., 2023).

For students, it provided actionable guidance on academic and organizational time management (Choirunisa & Madrid, 2023; Wolters & Brady, 2021; Affandi et al., 2025). For educators and administrators, it served as a foundation for establishing policies, mentoring programs, and workshops that addressed the specific needs of fraternity students

(Johnson & Griffin, 2024; Tull et al., 2023; Packard & Fortenberry, 2023). By framing fraternity membership as a positive setting for self-governance, this research supported a more balanced understanding of Greek life on college campuses (George, 2023; Breeden et al., 2025; Veldkamp et al., 2024). Ultimately, it sought to close the gap between fraternity participation and academic achievement, situating fraternities as channels of discipline, leadership, and integrated student growth (Pulce, 2023; Jett, 2022; Christman, 2021). By highlighting these opportunities for growth, the study provides a more balanced and thoughtful understanding of fraternity life as a space where students can develop both personally and academically.

Theoretical Framework

This study is anchored on four theories: Rational Choice Theory by Derek Cornish, Ronald Clarke in 1986 and the Social Learning Theory by Albert Bandura in 1977 and Role Conflict Theory by Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964),

Rational Choice Theory (RCT) was a social science framework that explained human behavior as the result of careful decision-making. Individuals considered the possible benefits and costs of their actions before deciding what to do (Warren, 1941). People acted in ways that they believed would give them the most reward and the least loss, based on their goals, motivations, and available information. For students, this theory meant that they made choices about how to use their time, energy, and resources depending on which activities they saw as most valuable or important. Rational Choice Theory suggested that fraternity students in criminology courses made decisions by weighing the rewards of social involvement against the costs to their academic responsibilities.

In this research, Rational Choice Theory is very applicable since it shows how members of the fraternity maintain their self-management practices by virtue of both internal and external support. Students pursuing criminology usually have concurrent pressures from academics, fraternity work, and personal life (Coleman, 2024; Gibson et al., 2024; Estoce et al., 2024). The more their autonomy needs are met and respected by allowing them to feel capable of conducting tasks on their own, the better they will perform as far as effective time management and discipline are concerned (Acompañado et al., 2024). The high level of relatedness through fraternity brotherhood is further encouraged by instilling accountability and motivation as members are held to academic and organizational obligations (Parks, 2021).

As such, Rational Choice Theory assisted in situating fraternity membership as something more than an extracurricular or social activity (Warren, 1941). Instead, it placed fraternities as settings that supported motivation, accountability, and persistence. By satisfying these three psychological needs, fraternity life promoted students' ability to exercise self-management (Carrier, 2025). This rendered Rational Choice Theory a necessary framework for examining how members reconciled the academic and personal expectations of university life with the fraternity culture.

Social Learning Theory by Albert Bandura predicted that individuals learned new behaviors, abilities, and attitudes through observing others, imitating their actions, and interacting with them (Rumjaun & Narod, 2025). The theory also suggested that students' self-management habits were shaped by what they observed and experienced within the group, including peer influence, shared routines, and role modeling (Mustaqim & Wahjoedi, 2024). Recent studies supported these ideas by showing that students' time

management involved deliberate choices, peer expectations significantly influenced academic behavior, and fraternity culture encouraged both helpful and unhelpful habits. Together, these theories helped explain how fraternity members developed self-management while balancing academic demands and group expectations.

In fraternities, the theory was directly applied as fraternity members learned self-management strategies by imitating the actions of their peers and senior members (Cowell, 2023). For example, younger members observed how older fraternity brothers planned their calendars, balanced academic needs, and managed social obligations, and then mimicked these behaviors in their own lives (Claiborne, 2022). Peer modeling created a feedback loop in which good habits were continually transmitted throughout the group.

Social Learning Theory is also supported by fraternity settings through peer support and group responsibility (Beach, 2021). Members do not simply learn self-management skills in isolation but also reinforce them in group contexts, like study groups, meetings, or fraternity events. External reinforcement through shared practices, reminders, and synchronized responsibilities keeps students disciplined and motivated. Seeing peers succeed at juggling academic and organizational responsibilities encourages fraternity members to implement similar practices, and this reinforces accountability and resilience within the group.

The applicability of Social Learning Theory to this research was in explaining how fraternity culture conditioned positive behaviors. Although self-management was usually regarded as a personal quality, Social Learning Theory emphasized the social aspect of learning and discipline. Fraternity brothers learned from observing, modeling, and reinforcing behaviors that supported time management, prioritization, and productivity

(Coleman, 2024; Gibson et al., 2024; Estoce et al., 2024). This theory emphasized that the fraternity was not just a social group but also a learning community in which students learned self-management skills through interaction and shared experiences, making it a very important perspective for this study (Claiborne, D. A., 2022).

Role Conflict Theory, primarily associated with Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), explains how individuals experience stress and tension when facing conflicting expectations from multiple roles, such as being a student, employee, or family member. According to the theory, stress and negative outcomes arise when individuals encounter pressures from competing demands or lack sufficient resources to meet expectations. A recent study by Tad-awan et al. (2024) supported this theory, revealing that criminology students experienced significant role conflict as they attempted to balance their academic responsibilities with fraternity obligations. The study found that students struggled to manage tasks such as attending meetings, completing projects, and fulfilling leadership roles, which often overlapped with academic deadlines and personal commitments. This theory was further supported by Samaratunga and Kamardeen (2025), who revealed that role conflict created stress, fatigue, and challenges in maintaining academic performance, illustrating how competing demands from multiple roles negatively affected students' well-being and efficiency.

Role Conflict Theory further helps explain why students struggled to maintain academic performance and well-being under these pressures. Pressure emerges when fraternity obligations compete with academic priorities, particularly during periods of high academic workload such as examinations, project deadlines, and practicum requirements (Mazadu et al., 2022; Ohara, 2023; Owan et al., 2023). In the study conducted by Owan et

al (2023), some factors are overlapping schedules, tight deadlines, and multiple responsibilities led to stress, fatigue, and potential burnout, reflecting the strain caused by conflicting role demands. These challenges also indicated that prolonged exposure to physical and mental exhaustion had significantly negatively impacted students' academic performance and ability to understand lessons (Van Veen, 2021).

Role Conflict posits challenge also to students having difficulties in concentrating, retaining information, and completing assignments on time, which suggested that ongoing fatigue had interfered with effective learning (Quinn-Henry, 2024). The constant pressure to meet both academic and fraternity obligations had increased stress levels, making it harder for students to maintain consistent performance (Robert, 2022). This combination of mental strain and physical tiredness highlighted the risk of burnout among active fraternity members, as they had been forced to balance competing demands without adequate rest or recovery (Ramos Salazar & Meador, 2023).

Role Conflict Theory was highly applicable to this study because it provided a framework for understanding the stress and challenges experienced by fraternity-affiliated criminology students as they balanced multiple responsibilities. The theory also helped explain why students' academic performance and well-being were affected. It highlighted how conflicting expectations from academic and organizational roles can create tension and overwhelm, leading to stress and burnout. Additionally, the theory emphasized the importance of effective coping strategies and support systems in helping students navigate these competing demands successfully.

Conceptual Framework

This part of the study presented the concepts based on the themes that emerged from the responses of the participants after the interview was conducted.

Managing Time and Balancing Priorities. This concept described how fraternity-affiliated criminology students intentionally manage their time to fulfill various obligations (Coleman, 2024; Gibson et al., 2024; Estoce et al., 2024). This shows that students are capable of making deliberate choices about how and where to spend their limited time and energy, going beyond just making schedules (Pike, 2020; McCready et al., 2023; McGuire et al., 2020). Students prioritize their academic obligations because they understand that they cannot be compromised. These obligations include attending classes, fulfilling requirements, and getting ready for tests. This subject also emphasizes the pupils' ability to plan ahead and anticipate deadlines. Before participating in fraternity-related activities, students might arrange their academic work in order of relevance and urgency (Matthews, 2022; Parks et al., 2021; Martin et al., 2020). Instead of giving up on fraternity duties, these activities were planned around academic demands, exhibiting flexibility and responsible decision-making. In situations when conflicts arose, students exercised judgment by prioritizing their academic obligations over involvement in organizations, thus strengthening their sense of self as learners (Garret et al., 2021; Papazoglou et al., 2022; Papaioannou et al., 2022).

Furthermore, despite the additional responsibilities of fraternity life, efficient time management helps students reduce stress and avoid academic failure. Students are able to maintain satisfactory academic performance, attend classes on a regular basis, and turn in assignments on time by planning, self-monitoring, and modifying daily routines

(Causseaux, 2020; McGuire et al., 2020; Estoce et al., 2024). It demonstrates how, in both academic and fraternal situations, prioritization is a taught and practiced skill that is achieved via experience, discipline, and accountability (Zamiri & Esmaeili, 2024; Eisenman et al., 2020; Sala et al., 2020). In the end, time management and prioritization help students maintain balance, productivity, and academic concentration while continuing to be involved in their fraternity (Hidayah et al., 2022; Mustaqim&Wahjoedi, 2024; Igbal et al., 2023).

This theme emphasized how criminology students who were involved with fraternities carefully managed their daily schedules, devoted time to important activities, and made deliberate decisions to fulfill their organizational and academic responsibilities (Dixon et al., 2023; Blankenship et al., 2020; Madry, 2020). In order to avoid overload, personal discipline entailed defining clear boundaries, modifying sleep or rest patterns, and postponing or restricting leisure activities (Von Lampe & Blokland, 2020; Punch, 2022; Trevino & Nelson, 2021). Additionally, it showed how students grew in maturity and self-awareness as they learned to identify their boundaries and choose whether to accept or reject extra work in order to maintain performance (Parks et al., 2021; Allan et al., 2020; Davis, 2022). To maximize productivity and reduce stress, task management entailed planning, sequencing, and monitoring activities in addition to completing assignments (Sasso et al., 2024; Knight, 2024; Boykin,2023). Students can maintain steady academic performance while actively engaging in fraternity activities by developing time-conscious habits, responsibility, and resilience through these practices (Estoce et al., 2024; Giacalone, 2022; Erwin, 2024). In the end, this theme showed that students can balance conflicting demands and maintain long-term productivity by developing effective task management

and personal discipline through practice, reflection, and accountability (Maldonado, 2020; Estoce et al., 2024; Coulter, 2024).

Academic and Scheduling Challenges. Criminology students who were also active members of fraternities faced difficulties when academic demands coincided or conflicted with fraternity activities (Meng & Ning, 2021; Bush, 2020; Reilly et al., 2022). This theme highlighted how overlapping schedules, tight deadlines, and competing responsibilities limited students' available time for studying, rest, and personal care (Tad-awan et al., 2024; Zaportiza & Cuevas, 2025). Students frequently struggled to prioritize academic requirements over fraternity obligations, especially during critical periods such as examinations and major organizational events. Consequently, the ongoing tension between these dual roles heightened stress levels and reduced opportunities for effective time management and sustained academic focus.

As a result, students often experienced fatigue, sleep deprivation, and mental exhaustion, which negatively affected their concentration, comprehension of academic lessons, and overall learning efficiency (Quinn-Henry, 2024; Robert, 2022; Van Veen, 2021). Students who were subjected to these conflicting demands for extended periods of time experienced higher levels of stress and were more likely to burn out (Claiborne, 2022; Folsom, 2024; Frazier, 2022). Reduced academic engagement, low motivation, and trouble maintaining consistent performance resulted from the pressure to meet both academic requirements and fraternity expectations (Urien, 2024; Estoce et al., 2024; Stevens, 2024). Conflicts between class requirements and fraternity activities led to limited time, difficulty focusing, and increased stress (Mazadu et al., 2022; Ohara, 2023; Owan et al., 2023). These difficulties showed how students' cognitive and emotional resources were strained by

structural conflicts, such as concurrent class deadlines and organizational tasks (Burden, 2020; Sprick et al., 2021; Ranya & KADJA, 2025).

This theme also emphasized the significance of practical scheduling, efficient coordination, and institutional support (Johnson & Griffin, 2024; Tull et al., 2023; Packard & Fortenberry, 2023). Students may have found it difficult to maintain balance and well-being if academic schedules and organizational obligations were not properly aligned. In order to mitigate these difficulties, supportive academic policies, accommodating fraternity practices, and consideration for the demands of students' workloads were crucial (Choirunisa & Madrid, 2023; Wolters & Brady, 2021; Affandi et al., 2025). Students' academic well-being could be safeguarded while allowing them to continue being actively involved in fraternity life by resolving scheduling and academic conflicts (Pulce, 2023; Jett, 2022; Christman, 2021).

Fraternity Expectations and Pressure. Refers to the organizational demands placed on fraternity members, including mandatory attendance at meetings, participation in events, fulfillment of assigned roles, and, in some cases, leadership responsibilities (George, 2023; Breeden et al., 2025; Veldkamp et al., 2024). This theme highlights how pressure emerges when fraternity obligations compete with academic priorities, particularly during periods of high academic workload such as examinations, project deadlines, and practicum requirements (Mazadu et al., 2022; Ohara, 2023; Owan et al., 2023). The expectation to remain active and visible within the organization can create significant time constraints and emotional strain for student members. Students are under pressure from both internal organizational dynamics and formal activities. Students may have experienced additional stress and become distracted from their academic focus due to

interpersonal conflicts, behavioral issues among members, and the enforcement of disciplinary rules (Shlenova, 2024; Ngo&Thuy, 2024; Scheerens et al., 2020). In order to avoid penalties or unfavorable opinions within the fraternity, students may occasionally feel pressured to attend events despite exhaustion or academic obligations (Wortley, 2023; Yar&Steinmetz, 2023; Stinson, 2020). As students strived to simultaneously meet organizational and academic expectations, these circumstances exacerbate feelings of obligation, stress, and role conflict.

This emphasizes the critical role of fraternity leadership and organizational culture in shaping members' experiences (Pinto, 2020; Sandua, 2024; White II, 2025). Responsible leadership, clear communication, and flexible policies that prioritize academic responsibilities can significantly reduce unnecessary pressure. When fraternities promote a culture that values education, accountability, and member well-being, students are better able to balance their roles without compromising academic performance (Estoce et al., 2024; Urien, 2024; Fergus&Martin, 2020). Ultimately, addressing fraternity expectations and pressure requires supportive leadership structures that align organizational commitments with students' primary identity as learners (Parks, 2021).

Discipline and Motivation. The participants of the study reflected on the positive influenced of fraternity culture on students' academic commitment (Hong&Cui, 2020; Ramos Salazar&Meador, 2023; Dizon et al., 2022). This theme highlights how academic monitoring, peer accountability, mentorship from senior members, and organizational rules encourage students to maintain satisfactory academic performance (Warren, 1941).

Fraternity support systems motivated members to persevere, stay focused, and avoid academic failure. Through this theme, fraternity life was shown as a source of

encouragement and structured discipline that reinforced students' academic goals (Claiborne, 2022).

Additionally, senior fraternity members' mentorship and peer accountability were essential for maintaining motivation. Senior members frequently acted as role models, encouraging younger members to put their studies first and providing advice on handling obligations (Carrier, 2025). Academic success was seen as both an individual objective and a shared expectation within the fraternity as a result of this mentorship, which cultivated a sense of shared responsibility (Sandua, 2024). As a result, rather than giving up during difficult academic times, members are motivated to keep going.

Furthermore, fraternity support systems provide emotional encouragement and a sense of belonging, which strengthens students' motivation and resilience. Knowing that peers and mentors are invested in their success helps students remain committed despite academic pressure or fatigue (Rumjaun & Narod, 2025). Through this theme, fraternity life is portrayed not merely as a social organization but as a structured environment that promotes discipline, reinforces academic goals, and cultivates perseverance. When aligned with educational values, fraternity involvement can therefore enhance students' academic focus and long-term personal development (Beach, 2021).

Stress Relief and Emotional Support. According to the study conducted by Kim & Sa (2022) on the factors influencing a person's application based on percentage states that environmental factors were found in the order of family influence (38.2%), family environment (30.2%), peer group influence (24.6%), social atmosphere (14.6%), and media influence (7.5%). Among them, the influence of family (parents, siblings, relatives, etc.) followed by peer group appears to be the most important factors because families

living together can directly influence individuals and how they interact with others. This influence can also be seen among peers, such as in fraternities, where brotherhood and sisterhood are practiced (Estoce et al., 2024). In these groups, members often feel a sense of belonging and support similar to being part of a family. It emphasizes the importance of emotional well-being in enabling students to cope with the demands of balancing academics and fraternity involvement.

This theme highlighted the various coping strategies students employed to manage stress, including seeking moral and emotional support from fraternity brothers, family members, and close friends. Through shared experiences, encouragement, and understanding, students were able to feel validated and less isolated when facing academic and organizational pressures (Claiborne, 2022). Additionally, students engaged in brief relaxation activities such as resting, listening to music, socializing, or taking short breaks from routine tasks. These activities allowed students to mentally and emotionally recharge, helping them regain focus and sustain productivity. Open communication within the fraternity and with family members also played a significant role in stress management, as it enabled students to express concerns, seek advice, and negotiate responsibilities during particularly demanding periods. This illustrated that social support functioned as a protective factor against stress and burnout (Ulfah, 2023).

Emotional reassurance, encouragement, and a sense of belonging strengthened students' resilience and motivation, enabling them to persist despite challenges (Celestin, 2025; Alliouli & Mourdi, 2023; Khan et al., 2024). Maintaining emotional balance and having access to supportive relationships enable students to handle academic pressure more effectively, remain engaged in fraternity activities, and protect their overall well-being.

These sources of stress relief and emotional support foster healthier coping strategies and contribute to long-term academic and personal success.

Guidance for Future Members. This concept represents the collective reflections, insights, and lessons drawn from the lived experiences of the participants. This theme emphasizes the importance of placing education as the primary priority, recognizing that academic achievement forms the foundation for long-term personal and professional success (Ulfah, 2023; Hurd et al., 2023; Cress et al., 2023). Participants consistently advise prospective members to practice effective time management, develop self-discipline, and ensure that fraternity involvement does not compromise academic responsibilities. This theme also highlighted the importance of making thoughtful and well-informed choices before joining a fraternity (Causseaux, 2020). Future members were urged to carefully consider a fraternity's ideals, culture, and standards, especially its position on discipline, academics, and member welfare (Shlenova, 2024). Preventing future conflicts and stress was thought to require doing background research, comprehending the real purpose of fraternity membership, and evaluating one's own capacity to handle multiple responsibilities.

Additionally, the guidelines emphasize the significance of personal accountability, responsibility, and self-awareness. Participants emphasize understanding one's boundaries, making firm decisions, and avoiding incentives based on social standing or peer pressure (Johnson & Griffin, 2024). A student's capacity to succeed and maintain equilibrium can be greatly impacted by selecting a fraternity that fosters academic responsibility, personal development, and mutual support (Madry, 2020). All things considered, this theme is a thoughtful and forward-looking result of the research, providing useful suggestions to

assist prospective fraternity members in striking a healthy balance between organizational involvement and academic demands while promoting significant personal growth (Christman, 2021).

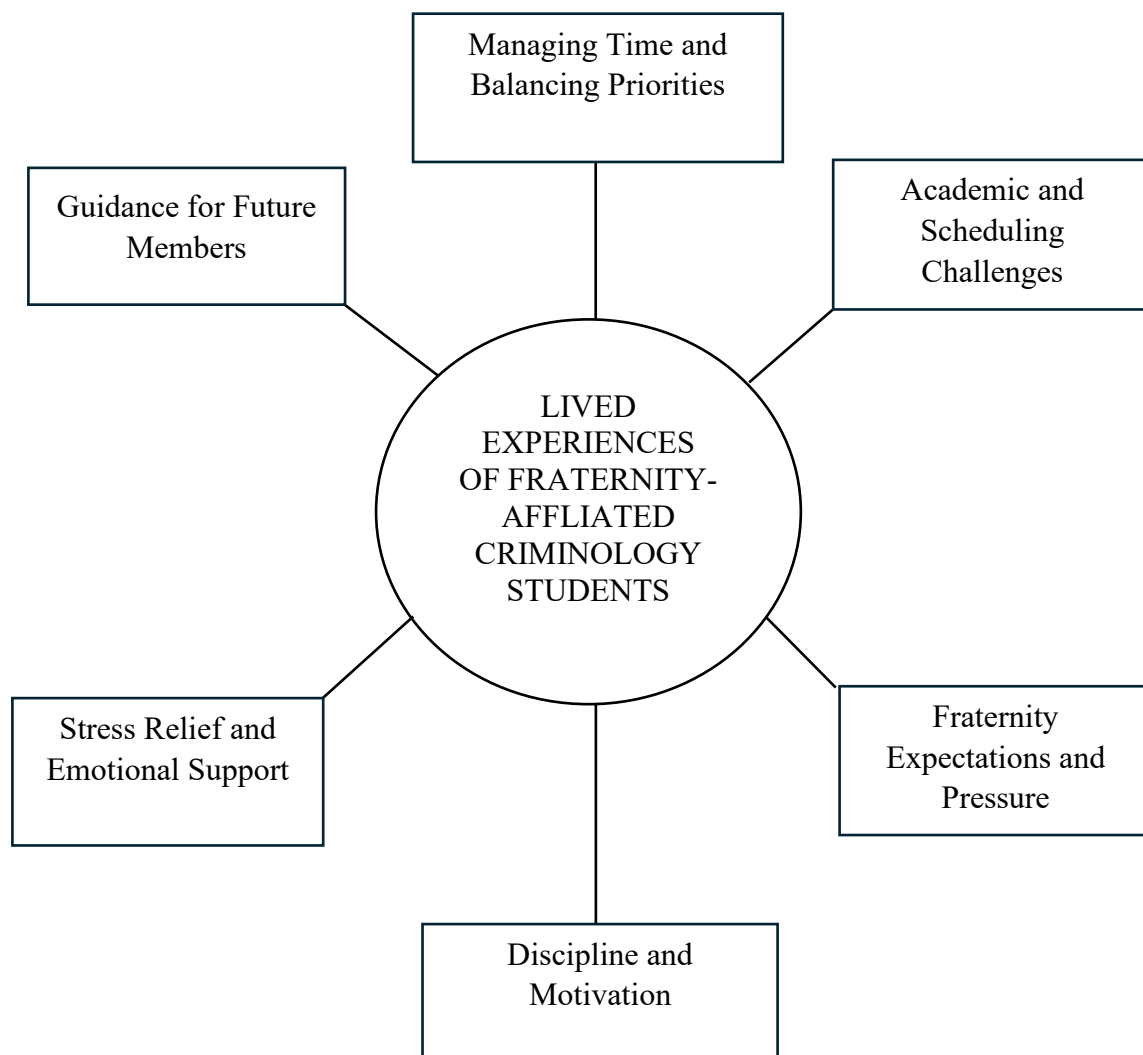


Figure 1. Schematic diagram of the Study

Objectives of the Study

This study aimed to determine the impact of fraternity involvement on the academic performance of students through a lived experience approach.

Specifically, the study sought to:

1. Explore the lived experiences of Criminology Students Fraternity members in managing themselves.
2. Determine the challenges of the participants in making themselves as a member of fraternity.
3. Explore the coping mechanisms used by the participants in addressing the challenges they faced as members of the fraternity.

Significance of the Study

This study is significant because it provides valuable insights into the lived experiences of fraternity-affiliated criminology students in balancing academic responsibilities, organizational duties, and personal commitments. It will benefit current and future students by offering practical guidance on time management, self-discipline, motivation, and coping strategies necessary to maintain academic performance while remaining active in fraternity life. Fraternity leaders may use the findings to develop supportive policies and practices that prioritize academics and promote responsible leadership, while faculty members and university administrators may gain a deeper understanding of students' role conflict and workload challenges, helping them design mentoring programs and institutional support systems. Moreover, this study contributes to criminology education by filling an empirical gap in qualitative research focused specifically on fraternity-member criminology students within the Philippine context,

thereby expanding existing literature on student development, organizational involvement, and academic–organizational balance, and serving as a useful reference for future researchers in related fields.

RESEARCH METHODOLOGY

Design

This study adopted a qualitative research method and a phenomenological methodology. The qualitative method of phenomenology provided a theoretical tool for educational research, as it allowed researchers to engage in flexible activities that described and helped to understand complex phenomena, such as various aspects of human social experience (Kulp et al., 2025). Moustakas' transcendental phenomenology was used in the process of interpreting data from research participants to obtain meaningful themes. The study was concerned with exploring how individual experiences impacted certain aspects of their lives (Pilarska, 2021). Thus, phenomenology was befitting for this research because the study delved into how criminology students who were fraternity members balanced their academic responsibilities, organizational activities, and personal commitments.

This method was supported according to the studies of Waterman et al. (2020) and Master et al. (2022), which indicated that phenomenological methodology was appropriate for examining the educational and personal difficulties associated with fraternity affiliation, and could promote resilience and personal development, providing students with useful life skills for future careers. Instead of measuring behaviors or testing variables, phenomenology enabled the researcher to access the lived experiences of these students by encouraging participants to narrate stories, reflections, and the meanings they attached to their daily routines and choices (Dodgson, 2023). The current study used in-depth interviews and thematic analysis to identify common patterns, challenges, and strategies emerging from participants' narratives (Naeem et al., 2023). This design therefore enabled the capturing of not only what students did but also how they perceived and interpreted

their self-management practices within the context of fraternity life. In this way, the phenomenological approach allowed for a rich and detailed understanding of the benefits, pressures, and developmental influences associated with fraternity membership, and provided deeper insight into how such experiences influenced students' academic performance and personal development.

Setting

In this study, the researchers focused on participants who were active fraternity members studying at universities within Misamis Occidental. The province had a diverse mix of people and cultures. As a university area, it had many schools where students participated in different groups, including fraternities and academic organizations. Because of this active student environment, the researchers had access to many criminology degree students who balanced both academic tasks and organizational activities. This setting made it easier to study how fraternity membership was connected with students' school responsibilities, personal commitments, and social involvement.

Participants

The participants in this study were 10 criminology students who are active members of fraternities. Purposive sampling was used to ensure that participants meet the following criteria: 1. Currently enrolled in the university, 2. Active fraternity members for at least one academic year, 3. Both male and female students, and; 4. Willing to participate in the study and share their experiences. Through selecting participants who have been involved in fraternities for at least one academic year, the study ensures that they have substantial

experiences to share regarding how their academic performance has been influenced by fraternity life.

Instruments

This research utilized a semi-structured interview guide as the primary research tool since it offered participants the freedom to describe their lived experiences in their own words and also allowed the researcher to have clear guidance to meet the goals of the study. The instrument consisted of ten vital sections that guaranteed complete coverage of the phenomenon under study. It was preceded by an Introduction Section that contextualized the study and ensured confidentiality, followed by Consent and Ethical Assurance to validate voluntary participation. A Demographic Profile then asked for background data such as age, year level, and fraternity affiliation. The following sections focused on areas of substance: Academic Responsibilities, in which participants were asked to outline school responsibilities; Organizational Involvement, where fraternity activities and roles were explored; and Personal Commitments, which emphasized how family, social, or personal roles influenced studying.

Additional sections were Time Management Strategies, which revealed the methods that students followed to manage competing demands; Challenges and Difficulties, which investigated the issues that they faced; and Coping Mechanisms and Peer Support, which examined how fraternity brotherhood and self-control enabled them to cope. The guide then concluded with Reflections and Insights, as participants offered personal insights and recommended ways to improve support for fraternity members in an academic context. Collectively, these ten sections guaranteed that the instrument obtained

a comprehensive understanding of how criminology fraternity members balanced their academic, personal, and organizational tasks.

Data Gathering

The information for the research was gathered using a phenomenological strategy with the aid of a semi-structured interview guide as the main instrument. Prior to conducting the interviews, permission was obtained from the College of Criminology of Misamis University, and respondents were briefed on the intent of the research, their rights, and the guarantee of confidentiality in order to secure ethical guidelines. The criminology students who were fraternity members, active or inactive, were subsequently asked to volunteer.

The interviews were conducted in a peaceful and convenient location, either in person or online, depending on the comfort and availability of the participants. Each session lasted approximately 30 to 45 minutes, beginning with light, introductory questions to build rapport, followed by open-ended questions on their self-management habits for juggling academics, fraternity responsibilities, and personal commitments. With the participants' permission, the interviews were tape-recorded and transcribed word for word, in addition to taking field notes to capture supplementary observations.

All information obtained from these interviews was treated with utmost confidentiality; no personal information was disclosed. The protection of the collected data was ensured by storing digital audio recordings and transcripts in password-protected files, while hard copies of notes were kept in a secure, locked cabinet to which only the researcher had access. These were stored for a stipulated period of three to five years, as required by the institution, after which they were destroyed permanently by ensuring secure

digital deletion and shredding of hard copies. The research was based on ethical considerations, such as coded identifiers being used instead of real names, along with secure data storage procedures. This was to ensure that participants remained anonymous and faced no risk of being identified or harmed in any way. The researcher ensured the maintenance of ethical considerations at all times during the research process to ensure integrity in all processes of research and to protect all participants involved in the study.

Ethical Considerations

To ensure the integrity and ethical conduct of the study, the researchers adhered to the following principles: Voluntary Participation. Participants were not coerced into joining the study and were allowed to withdraw at any time without facing any consequences. Informed Consent. Participants were given a consent form outlining the study's objectives, procedures, and ethical considerations. They were required to sign the form before participating. Confidentiality and Anonymity. Participants' identities remained anonymous. No real names were recorded or published; instead, participants were referred to as "Participant 1," "Participant 2," and so on. Privacy Protection. Personal details unrelated to the study were not collected. All gathered data was securely stored and accessible only to the research team. Compliance with Data Privacy Laws.

Throughout the study, the welfare of the participants was prioritized by the researchers. Privacy and confidentiality were observed, particularly regarding participants' names and other unnecessary information. The researchers adhered to the guidelines set by the Republic Act No. 10173, known as the "Data Privacy Act of 2012." Through these measures, the researchers ensured the privacy and confidentiality of the qualitative research.

Data Analysis

The data analysis technique of phenomenological reduction developed by Moustakas (1994) was utilized in this study. The transcripts of all participants from the interviews were analyzed using Moustakas' methods. The steps in the phenomenological reduction that served as a guide in analyzing the data gathered are as follows: (1) Bracketing (2) Horizonlization (3) Clustering into Themes, (4) Textural Description (5) Structural Description, and (6) Textural- Structural Synthesis.

Bracketing was used in our approach to lessen the degree of preconceived notion and perception held before the study is conducted. Which could result to the deep level of inquiry from the topic and population selection, interview design, collection and interpretation, and research finding dissemination. This process ensured that the participants' points of view were represented accurately, allowed the researchers to set aside their personal biases, and captured the true experiences of criminology students in managing their academic, organizational, and personal responsibilities.

Horizonalization refers to the listing of all the verbatim that have relevant to the study. Statements that are found irrelevant, overlapping, repetitive and outside the scope of the study are ignored. This approach ensured that the analysis focused only on meaningful experiences, allowing the researchers to identify systematically core themes reflecting the authentic self-management experiences of criminology students who are fraternity members.

Clustering involves reduction of experience that invariant, creating core themes and validation of the invariant experience with multiple data sources. In reducing the statements, we cluster them to create themes with each and which only one meaning. To

validate the we reviewed the findings using other methods other than data-gathering methods like observation, field note-taking and related literature. This validation is crucial to the accuracy and clarity of the representations.

Textural description, or ‘what occurred,’ refers to an account that describes the perception of the phenomenon. To obtain the textural description of the experience of the participants, we used verbatim excerpt in the interview, and provide narration of meaning units which base from the themes. Structural description, or ‘how it occurred’, is the integration of imaginative variation, which is from ingenious outlook and insights. By separating from one's natural inclinations through the use of one’s imagination is used as an instrument in a mental experiment to look into details from the participants' experiences.

In *textural-structural synthesis process*, we have collected the meaning units of each of the participants and develop it a composite of textural and structural descriptions that are common in them. The narration which represents all of the participants are written in third person perspective. Textural descriptions capture what the participants experienced, the structural descriptions focus on how they experienced it, including the context and conditions that shaped their experiences. These combined descriptions were then integrated to provide a holistic understanding of the phenomenon under study. The final narration brings out both difficulties and strategies used in managing academic responsibilities, fraternity obligations, and personal commitments, allowing a rich and detailed account of the self-management practices of the participants.

RESULTS AND DISCUSSION

This part presented the profile of the participants of the study during the conduct of the interview. It is evident in the study that our identified participants are the criminology students who are active members of fraternities studying in any universities within Misamis Occidental. The profile of the ten (10) identified participants involved in the conduct of the study. The researchers included the age, sex and duration of membership of the participants. Based on the data gathered, the group has 10 participants (P1–P10), all of whom are male while the age of the participants ranges from 23 years old to 24 years old, with most being 24. Their length of involvement or experience varies from 2 to 5 years, but most have 3 to 4 years. All participants were members of different fraternities.

Furthermore, using a phenomenological research design, the study gained an in-depth understanding of the challenges and experiences faced by fraternity members who are also fulfilling academic responsibilities. The Moustakas' data analysis technique of phenomenological reduction was used to analyze the collected data. From the insights and experiences shared by the participants, eight predominant themes emerged: (1) Managing Time and Balancing Priorities; (2) Academic and Scheduling Challenges; (3) Fraternity Expectations and Pressure; (4) Discipline and Motivation; (5) Stress Relief and Emotional Support; (6) Guidance for future Members.

Managing Time and Balancing Priorities

Criminology students who are active members of fraternities found out that they have experienced difficulties in coping with their academics when endeavors in their respective fraternities are going on at once. According to Baumgartner (2021), programs

might present positive (Leadership) and challenging experiences (time management) for students. However, imploring good time management also helped them reduce stress and prevent academic failure despite the added responsibilities of fraternity life. By planning, monitoring their time, and adjusting daily routines, students are able to perform well in school, attend classes regularly, and submit assignments on time.

The responses emphasized time management and prioritization as the main strategies used by participants to balance academic work and fraternity involvement. Participants shared that focusing on important tasks, planning schedules, and maintaining discipline helped them manage competing demands (P1, P2). Academics are consistently prioritized, with students adjusting study time, limiting leisure activities, and completing school tasks before engaging in fraternity duties (P3, P4, P5). Proper time management was seen as essential in handling both commitments, with support and understanding from fraternity members reinforcing this academic focus (P6, P8).

These are evident in the results of the interview conducted.

“Through proper time management and by focusing on what is important, I prioritize tasks that must be done at the correct time and within the given period.” (P1)

“I really need to balance attending classes, studying, and fulfilling fraternity duties through proper planning and discipline. At times, I sacrifice sleep or social activities in order to meet both academic and fraternity obligations.” (P2)

“I balance my studies and my involvement in an organization. I have learned how to identify which responsibilities should be prioritized. I learned how to say no when I can no longer handle additional responsibilities.” (P3)

“It is always about time management. I always prioritize important things such as school and academics first. Then, if I still have free time, that is when I allocate time for other things, including fraternity activities.” (P4)

“I study earlier or later in the day to finish my academic requirements. I also limit my leisure activities so that I can manage everything properly.” (P5)

“In balancing academics and fraternity activities, proper time management is necessary.” (P6)

“It is really about time management. I prioritize my academics more. Academics are more important, and my fraternity group understands this.” (P8)

A study by Nuranggraeni et al. (2024) supported the interpretation that time management and prioritization functioned as key coping mechanisms for students balancing academic demands and organizational involvement. A supporting study by Septiyaningrum and Wajdi (2024) showed that time management, along with motivation and self-efficacy, significantly enhanced academic achievement among students active in organizations, confirming the role of planning and organization in balancing multiple responsibilities. Previous studies emphasized that effective time management enabled students to allocate limited time and energy across multiple roles, thereby reducing academic strain and role conflict. Similarly, Calonia et al. (2023) found that effective time management encompassing prioritization, overcoming procrastination, and balancing socialization was crucial for academic success, as it allowed students to optimize productivity, focus on important tasks, and maintain a healthy work–life balance, ultimately leading to improved academic achievement. This only entailed that students who consciously prioritized academic tasks and planned their schedules demonstrated better academic performance and lower stress levels.

Furthermore, the responses suggested that students developed important life skills, including discipline, time management, and boundary-setting (Carrier, 2025). Learning to say no to additional responsibilities reflected growing self-awareness and maturity in handling workload limits (Ulfah, 2023). However, the need to sacrifice rest also implied potential risks to well-being, indicating that while students were capable of balancing

responsibilities, institutional and organizational support might have been necessary to promote healthier and more sustainable academic–organizational balance (Celestin, 2025; Alloui & Mourdi, 2023; Khan et al., 2024).

In the context of student organizations, Astin’s Theory of Student Involvement explained that meaningful engagement, when balanced with academic priorities, enhanced learning and personal development rather than hindering it. Moreover, research on fraternity and sorority involvement indicated that organizational cultures that recognized and supported academic priorities helped members manage competing responsibilities more effectively (Nownes, 2024). These studies anchored the participants’ experiences by showing that deliberate prioritization, disciplined planning, and peer understanding contributed to students’ ability to cope with the challenges associated with fraternity membership while maintaining academic focus.

The findings of this study were significant as they highlighted time management and prioritization as essential coping strategies for criminology students who were active members of fraternities. Despite the added demands of organizational involvement, students demonstrated a strong commitment to their academic responsibilities by deliberately planning their schedules, prioritizing schoolwork, and exercising self-discipline. This underscores the capacity of student leaders to manage multiple roles effectively when they possess strong self-regulation skills. Additionally, the findings contributed to existing literature by showing that fraternity involvement did not necessarily hinder academic performance when students maintained clear academic priorities. The study also highlighted the importance of peer support and a positive fraternity culture that valued academics, as these helped students balance responsibilities. However, sacrificing

rest and leisure pointed to possible risks to well-being, showing the need for guidance and support to maintain a healthier balance.

The statements implied that time management was a key way criminology students in fraternities coped with their academic and organizational responsibilities. Although fraternity involvement made balancing schoolwork more challenging, students made a clear effort to prioritize their academics, showing strong awareness of their role as students. Through careful planning, discipline, and setting priorities, they were able to reduce academic difficulties even when they experienced physical and mental fatigue. To manage both roles, students adjusted their study schedules, limited leisure activities, and sometimes sacrificed rest or social time. Overall, these responses suggested that fraternity involvement and academic responsibilities could coexist when students practiced effective time management and received understanding and support from their organizations.

Academic and Scheduling Challenges

This theme highlights how overlapping schedules, tight deadlines, and competing responsibilities limit students' available time for studying, rest, and personal care (Matthews, 2022; Parks et al., 2021; Martin et al., 2020). As a result, students often experience fatigue, sleep deprivation, and mental exhaustion, which negatively affect their concentration, comprehension of academic lessons, and overall learning efficiency. Students who are subjected to these conflicting demands for extended periods of time experience higher levels of stress and are more likely to burn out (Johnson & Griffin, 2024). Reduced academic engagement, low motivation, and trouble maintaining consistent performance can result from the pressure to meet both academic requirements and fraternity expectations (Von Lampe & Blokland, 2020). These difficulties show how

students' cognitive and emotional resources can be strained by structural conflicts, such as concurrent class deadlines and organizational tasks (Ohara, 2023).

The participants reported several challenges in balancing academic and fraternity responsibilities. P1 noted that overlapping schedules and limited time make tasks difficult to manage. P2 shared that lack of time, exhaustion, and stress affect their ability to focus on studies, while P3 emphasized that fatigue and lack of sleep hinder understanding of lessons. Similarly, P5 highlighted the difficulty of balancing academic deadlines with fraternity duties and added that fatigue, time pressure, and stress are commonly experienced.

These are evident in the results of the interview conducted.

"Its very difficult to handle such tasks having scheduled at the same time, overlapping activities, conflicts, and very limited time." (P1)

"Common problems include lack of time, physical and mental exhaustion, and stress due to numerous tasks. Sometimes, it is difficult to focus on studying when there are ongoing fraternity activities." (P2)

"My common problems are fatigue and lack of sleep. Because of this, it is sometimes difficult for me to understand the lessons." (P3)

"It is sometimes difficult to balance the two because I have class projects and deadlines, while I also have fraternity meetings, activities, and responsibilities." (P5)

"We commonly experience fatigue, lack of sleep, and time management issues. At times, I also feel pressure." (P5)

A study conducted by Parks et al. (2021) stated that overlapping schedules and competing responsibilities significantly affected students' ability to balance academics and fraternity involvement. Students often found it difficult to maintain balance and well-being when academic schedules and organizational obligations were not properly aligned. To reduce these difficulties, supportive academic policies, accommodating fraternity

practices, and consideration of students' workloads were found to be crucial (Papaioannou et al., 2022). Resolving scheduling and academic conflicts allowed students to protect their academic well-being while continuing to participate actively in fraternity life (Khan et al., 2024). The recurring issues of fatigue and lack of sleep suggested that students often pushed themselves beyond healthy limits to meet expectations from both areas (Quinn-Henry, 2024).

In the context of competing responsibilities, Role Conflict Theory, primarily associated with Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), explains how individuals experience stress and tension when facing conflicting expectations from multiple roles, such as being a student, employee, or family member. According to the theory, stress and negative outcomes arise when individuals encounter pressures from competing demands or lack sufficient resources to meet expectations. A recent study by Tad-awan et al. (2024) supported this theory, revealing that criminology students experienced significant role conflict as they attempted to balance their academic responsibilities with fraternity obligations. The study found that students struggled to manage tasks such as attending meetings, completing projects, and fulfilling leadership roles, which often overlapped with academic deadlines and personal commitments. Another supporting studies of Samaratunga & Kamardeen (2025) revealed that role conflict created stress, fatigue, and challenges in maintaining academic performance, illustrating how competing demands from multiple roles can negatively affect students' well-being and efficiency.

The overlap of schedules, tight deadlines, and multiple responsibilities led to stress, fatigue, and potential burnout, reflecting the strain caused by conflicting role demands.

Role Conflict Theory further helps explain why students struggled to maintain academic performance and well-being under these pressures. Together, these frameworks underscore the importance of effective coping strategies, supportive policies, and time management to alleviate the stress associated with managing multiple roles.

These challenges also indicated that prolonged exposure to physical and mental exhaustion had significantly negatively impacted students' academic performance and ability to understand lessons. Students reported difficulties in concentrating, retaining information, and completing assignments on time, which suggested that ongoing fatigue had interfered with effective learning. The constant pressure to meet both academic and fraternity obligations had increased stress levels, making it harder for students to maintain consistent performance. This combination of mental strain and physical tiredness highlighted the risk of burnout among active fraternity members, as they had been forced to balance competing demands without adequate rest or recovery. Such experiences suggested that, without proper time management, support, and understanding from their organizations, students' academic outcomes and overall well-being had been vulnerable to decline (Ramos Salazar & Meador, 2023).

The findings of this study were significant because they showed that overlapping schedules, limited time, and competing academic and fraternity responsibilities placed considerable physical and mental strain on students. Fatigue, lack of sleep, and stress were commonly experienced and were found to negatively affect students' concentration, understanding of lessons, and ability to meet academic deadlines. These challenges demonstrated how prolonged exposure to conflicting demands reduced students' cognitive and emotional capacity, increasing the risk of academic burnout. When academic work and

fraternity activities were not well planned, students pushed themselves too hard to meet all the demands. This showed the need for fair workloads, better time management, and support from both schools and fraternity groups. Handling these issues was important for keeping students' grades, learning, and well-being while still allowing them to take part in fraternity activities.

The findings implied that overlapping schedules, tight deadlines, and competing responsibilities placed significant strain on students' physical and mental well-being. Fatigue, sleep deprivation, and stress were common, which negatively affected concentration, lesson comprehension, and overall learning performance. Students often struggled to balance academic work and fraternity obligations, and prolonged exposure to these demands increased the risk of burnout. These results suggested that students needed to develop strong time management, prioritization, and self-discipline skills in order to handle multiple responsibilities effectively. These implications emphasize the need for better time coordination, realistic workload distribution, and supportive policies from both academic institutions and fraternity organizations to help students maintain well-being while meeting their responsibilities (Choirunisa & Madrid, 2023).

The study also implied that institutions and fraternity organizations had a role in supporting students' well-being. Schools could provide realistic workload distribution, clear scheduling, and guidance to help students manage academic requirements, while fraternities could adopt practices that recognized the importance of academics. By improving time coordination and offering supportive policies, both academic institutions and organizational groups could help students maintain learning performance, reduce

stress, and participate in fraternity activities without compromising their health or academic success.

Fraternity Expectations and Pressure

This theme highlighted how pressure emerged when fraternity obligations competed with academic priorities, particularly during periods of high academic workload, such as examinations, project deadlines, and practicum requirements. The participants expressed various pressures related to fraternity involvement. Fraternity expectations and pressure were experienced as continuous demands to comply with organizational rules, attend mandatory activities, and meet performance standards, often alongside academic responsibilities. Operationally, these pressures manifested in time conflicts, mental strain, and the need to constantly balance loyalty to the fraternity with personal well-being and academic priorities.

P2 expressed that organizational expectations and leadership roles add stress, particularly when combined with academic demands. P3 shared that handling many tasks creates significant pressure, while P4 noted that limited time due to academic work sometimes prevents participation in fraternity activities. On the other hand, P5 highlighted conflicts that arise when fraternity demands exceed available time, and P8 mentioned that internal issues with problematic members can also create challenges and require disciplinary action.

These are evident in the results of the interview conducted.

“There is pressure to meet organizational expectations such as attending meetings, activities, and taking on leadership roles. This can sometimes add more stress, especially when it coincides with academic requirements.” (P2)

“At times, I feel pressure, especially when there are many tasks to do.” (P3)

“So far, based on my experience, the main issue is time availability. Sometimes, I cannot join fraternity activities because I am busy with academics and schoolwork.” (P4)

“There is pressure to attend events even when I am already tired or have many academic tasks. Sometimes, conflicts arise when fraternity expectations are too demanding and do not match my available time.” (P5)

“Problems in a fraternity cannot be avoided, especially with members who are stubborn, particularly when alcohol is involved. Those members are given disciplinary action so they will learn their lesson.” (P8)

According to the study of Wulansari and Affandi (2024), students involved in organizations often experienced role conflict, stress, and reduced academic performance due to competing demands. In the context of student organizations, Role Conflict Theory explained that stress, tension, or pressure arose when individuals faced incompatible demands from different roles they occupied (Kahn et al., 1964). Fraternity-affiliated criminology students experienced competing expectations from academics and fraternity obligations, such as attending meetings, participating in events, and fulfilling leadership roles, and explicitly described the stress of trying to meet both sets of expectations, which reflected classic inter-role conflict. The theory explained why students felt stress, fatigue, or difficulty prioritizing—because fulfilling the responsibilities of one role (e.g., academics) could interfere with another role (e.g., fraternity leadership). This aligned with the findings of Estoce et al. (2024) regarding role conflict, stress, and reduced academic performance.

The findings were significant because they showed that fraternity obligations created additional pressure for criminology students, especially when these demands overlapped with academic responsibilities. Students experienced stress, fatigue, and time constraints while trying to meet both sets of expectations, which sometimes led to difficulty

prioritizing tasks and reduced engagement in either area. These results highlighted how competing demands from academics and fraternity roles could create role conflict, as described by Role Conflict Theory, and emphasized the impact of inter-role tension on students' well-being and academic performance.

The study also demonstrated the influence of organizational culture and leadership on students' experiences. Problems such as demanding fraternity expectations, leadership responsibilities, and conflicts with problematic members further increased stress and challenged students' ability to focus on academics. These findings underscored the importance of supportive fraternity structures, responsible leadership, and policies that balance organizational discipline with respect for academic priorities. Proper management of organizational pressures was shown to be essential in helping students maintain academic performance, reduce stress, and achieve a healthier balance between fraternity involvement and personal well-being.

The findings implied that organizational pressure within fraternities significantly contributes to students' stress and time constraints, particularly when expectations overlap with academic responsibilities. The demand to attend meetings, events, and leadership roles—despite fatigue or heavy coursework intensifies pressure and forces students to make difficult choices between academic priorities and fraternity commitments. This highlights a persistent conflict between institutional academic demands and organizational expectations, which can negatively affect students' well-being and performance.

Furthermore, the presence of internal fraternity issues, such as problematic member behavior and the need for disciplinary actions, suggests that organizational culture and governance play a critical role in shaping students' experiences. Poorly managed

expectations and interpersonal conflicts can further increase stress and distract members from their academic focus. These implications emphasize the importance of flexible fraternity policies, responsible leadership, and supportive organizational structures that respect academic priorities while promoting discipline, accountability, and a healthier balance for student members.

Discipline and Motivation

Self-discipline played a crucial role as well (Djazilan, 2022). It involved the ability to control one's actions, stay focused on tasks, and avoid distractions. The participants showed a positive outlook when facing the challenges of balancing fraternity responsibilities and academic requirements. They believed that having discipline and strong motivation helped them handle these difficulties more easily. By training themselves to be disciplined, they learned how to manage their time better and stay focused on their goals. Motivation encouraged them to keep going even when they felt tired or pressured by multiple responsibilities. Instead of seeing these challenges as obstacles, they viewed them as opportunities to grow and improve themselves. This mindset helped them remain committed to both their studies and fraternity duties. Thus, discipline and motivation played an important role in helping the participants adjust their perspective and successfully overcome the challenges they encountered.

The participants shared that fraternities played a role in supporting academic performance. P1 and P4 explained that regular grade monitoring was enforced, with disciplinary actions given for failing grades to encourage improvement. P2 noted that discipline and support from fellow members increased responsibility and motivation in their studies. Similarly, P5 emphasized that the fraternity provided motivation and support,

prompting better planning to maintain grades, while P6, P9, and P8 highlighted that seniors and the fraternity consistently reminded members to prioritize academics while offering understanding and support. These are evident in the results of the interview conducted.

“By regularly checking grades, because failing grades are not allowed. Once a failing grade occurs, they are given a DA or disciplinary action to correct and improve their academic performance.” (P1, P4)

“Through discipline and support from fellow fraternity members, some become more responsible and motivated in their studies.” (P2)

“The fraternity helps with motivation because it provides a support system. I really need to plan properly to avoid affecting my grades.” (P5)

“The fraternity influences me to stand firm and not give up easily. In our fraternity, seniors always remind us that academics should come first, and the brotherhood will always understand.” (P6, P9)

“Our fraternity motivates us to prioritize academics because the fraternity is always there to support us.” (P8)

A study conducted by Acompañado et al. (2024) stated that, by staying positive despite hectic schedules, the students still managed to surpass those challenges and cope effectively. This finding was also supported by the study of Musya (2023), which reported that, although there was a heavy workload, a common theme among students was overcoming challenges by maintaining a positive mindset focused on their future goals. Thus, discipline and motivation were the most effective strategies the participants used to cope and persevere despite hectic time management. In the context of this theme, the Model of Discipline Theory emphasized that discipline was a core component of effective leadership (Glasser, 1986). For fraternity-affiliated criminology students, discipline involved self-regulation, responsibility, and accountability in both academic and organizational contexts. The interviews revealed how this played out in daily practice: students regularly checked their grades, and when academic performance fell below

standards, disciplinary actions (DA) were applied to guide improvement. These practices illustrated how discipline operated as both a personal and organizational mechanism, encouraging students to meet expectations and correct behaviors when necessary. Discipline within the fraternity is not purely punitive; it is also modeled and reinforced through peer support and mentorship.

Fraternities offer their members support networks and avenues for self-improvement, serving not just as social groups but as organized environments that promote discipline, responsibility, and time management (Coleman, 2024; Gibson et al., 2024; Estoce et al., 2024). Participants highlighted that observing senior members who consistently prioritize academics and personal responsibility motivates them to adopt similar habits. Statements such as, “through discipline and support from fellow fraternity members, some became more responsible and motivated in their studies,” illustrated this point. The fraternity provided a supportive environment where discipline and encouragement worked together to promote personal and collective growth. Discipline Theory, therefore, provided a lens to understand how structured discipline, combined with support and mentorship, was experienced and internalized in the lived experiences of fraternity-affiliated criminology students.

The findings were significant because they emphasized that self-discipline and motivation played an important role in helping criminology students balance academic work and fraternity responsibilities. Students used discipline to control their actions, focus on tasks, and manage their time effectively, even when facing heavy workloads and multiple demands. Motivation encouraged them to keep going despite fatigue and pressure.

These practices helped students view challenges as opportunities to grow, rather than obstacles, which allowed them to stay committed to both their studies and fraternity duties.

The findings also showed that fraternity support strengthened students' academic focus. Regular grade monitoring, mentorship from seniors, and encouragement from peers provided a system of guidance and accountability. Disciplinary actions for failing grades and reminders to prioritize academics motivated students to plan better, take responsibility, and persevere in their studies. This suggested that when discipline and support worked together, students were better able to manage their time, maintain good academic performance, and handle organizational responsibilities effectively.

The findings implied that self-discipline and motivation were crucial for criminology students in managing both academic and fraternity responsibilities. Students who practiced discipline were able to control their actions, focus on tasks, and manage their time more effectively, which helped them cope with heavy workloads and multiple demands. Motivation encouraged persistence despite fatigue and stress, suggesting that fostering positive attitudes and personal responsibility enabled students to overcome challenges and maintain performance in both academics and organizational activities. The study also implied that fraternities played a significant role in supporting academic success. Regular grade monitoring, mentorship from senior members, peer encouragement, and the use of disciplinary actions for failing grades provided a structured environment that promoted responsibility, accountability, and perseverance. These findings suggested that when discipline was reinforced through supportive organizational practices, students were better able to prioritize academics, plan their time efficiently, and balance organizational commitments with personal and academic goals.

Stress Relief and Emotional Support

Stress relief and emotional support referred to the help fraternity members received in managing academic and personal pressures. Through brotherhood, encouragement, and shared experiences, members felt supported, which reduced stress and helped them cope with challenges more effectively. The participants shared different ways of coping with stress. P1 emphasized perseverance and not giving up, while P2 and P3 highlighted the importance of time management, open communication, and moral support from both fraternity members and family. These strategies help them manage stress and stay focused on their responsibilities. Meanwhile, P4 relaxes by resting and taking short breaks before continuing tasks. P5 copes by seeking support from co-members or friends, listening to music, and taking short breaks. P6 and P8, on the other hand, unwind by spending time with co-brothers to relax and refresh before returning to their duties.

These are evident in the result of the interview conducted.

“Just keep fighting and working hard and never give up.” (P1)

“They practice time management and maintain open communication. Moral support from the fraternity and family also greatly helps in dealing with stress.” (P2, P3)

“My way of relaxing is by resting, chilling for a while, and enjoying myself briefly then moving forward.” (P4)

“Asking for support from co-members or close friends, listening to music or taking short breaks.” (P5)

“I go out with co-brothers to break the routine and relax. After feeling refreshed, I return to my responsibilities.” (P6, P8)

According to the study conducted by Kim & Sa (2022) on the factors influencing a person's application based on percentage states that environmental factors were found in the order of family influence (38.2%), family environment (30.2%), peer group influence

(24.6%), social atmosphere (14.6%), and media influence (7.5%). Among them, the influence of family (parents, siblings, relatives, etc.) followed by peer group appears to be the most important factors because families living together can directly influence individuals and how they interact with others. This influence can also be seen among peers, such as in fraternities, where brotherhood and sisterhood are practiced. In these groups, members often feel a sense of belonging and support similar to being part of a family. High levels of involvement from their organization, need fulfilment, and self-determined motivation (Raabe et al., 2020). A study conducted by Bergstrom (2022), stated that 93 percent of students say their fraternities have changed their opinions about being connected in goals and are now in support of each others participation. Their membership, along with guidance from their brotherhood, led them to exercise discipline both inside and outside the classroom, ensuring that schoolwork remained a priority while upholding fraternal obligations (Jett, 2022; Tshimilandou, 2024; Ardoin, 2023).

Social Support Theory posited that support from family, peers, and social networks reduced stress and enhanced coping, especially in challenging or high-demand situations (Cohen & Wills, 1985). The participants explicitly described how fraternity brotherhood, family, and peers provided emotional encouragement, moral support, and guidance, helping them manage academic and personal pressures. Statements such as “moral support from the fraternity and family also greatly helps in dealing with stress” (P2, P3) and “I go out with co-brothers to break the routine and relax” (P6, P8) reflected instrumental, emotional, and social support mechanisms consistent with this theory. Fraternity membership created a supportive environment where students felt a sense of belonging, which buffered against academic stress and fostered resilience. This aligned with Kim &

Sa (2022), Bergstrom (2022), and Jett (2022), who emphasized family and peer influence as key factors in coping and maintaining motivation.

The findings were significant because they showed that fraternity members relied on resilience, persistence, and social support to cope with the pressures of balancing academics and fraternity activities. Students who practiced determination, such as “never giving up,” were able to stay focused on their responsibilities despite challenges. Support from fraternity brothers, family, and friends helped students manage stress, stay motivated, and maintain their academic performance. This highlighted the important role of emotional, moral, and social support in helping students handle difficult situations. The findings also showed that brief periods of relaxation, like resting, listening to music, or spending time with co-members, helped students recharge and stay productive. Fraternity membership created a sense of belonging, which reduced feelings of loneliness and academic pressure. Overall, the study suggested that both personal effort and a strong support system were key factors in maintaining students’ mental well-being, motivation, and ability to succeed academically while participating in organizational activities.

The findings implied that resilience and persistence are key strategies for students to cope with the pressures of balancing academics and fraternity activities. Students emphasize the importance of “never giving up” and continuing to work hard despite challenges, showing a strong sense of determination and personal responsibility. Additionally, students rely on support systems from their fraternity members, family, and friends to manage stress. Open communication, encouragement, and moral support help them stay motivated and navigate difficult situations more effectively. This indicates that social support plays a significant role in maintaining both mental well-being and academic performance. Just as significant, membership in a fraternity also provides a sense of

belongingness that can alleviate the feelings of loneliness and academic pressure (Maldonado, 2020; Coulter, 2024).

Finally, students used relaxation and short breaks as coping mechanisms. Activities like listening to music, resting, or spending time with fellow members allowed them to recharge and maintain focus. These strategies suggested that balancing work with brief periods of relaxation were important for preventing burnout and sustaining productivity over time.

Guidance for Future Members

This theme emphasized the importance of placing education as the primary priority, recognizing that academic achievement forms the foundation for long-term personal and professional success. Participants consistently advise prospective members to practice effective time management, develop self-discipline, and ensure that fraternity involvement does not compromise academic responsibilities (Matthews, 2022; Parks et al., 2021). The participants emphasized careful consideration and responsibility when joining a fraternity.

P1 highlighted that motivation and encouragement help achieve success, while P2 and P3 stressed prioritizing education and practicing good time management. P4 advised choosing a fraternity wisely, understanding its purpose, and assessing personal readiness. Similarly, P5, P7, and P8 expressed that balancing time, keeping academics first, and selecting a supportive fraternity, and P9 cautioned that joining should be a firm, thoughtful decision rather than trying to appear “cool” or tough.

These are evident in the result of the interview conducted.

“Through motivation and encouragement to do good deeds so one can become successful in life.” (P1)

“The advice is to prioritize education, practice good time management, and choose a fraternity that values academics. It is important to know your limits and remain responsible in all aspects of life.” (P2)

“Always prioritize your studies. Do not forget that education is important for your future.” (P3)

“If you really want to join a fraternity, my advice is to choose wisely. First, do a background check on the fraternity. Second, understand the true meaning of fraternity. Third, evaluate yourself and determine whether you are truly fit to join a fraternity.” (P4)

“Make sure you can balance your time. Do not forget that academics should always be the priority. Choose a fraternity that is supportive and does not take advantage of you.” (P5, P7, P8)

“If you truly want to join a fraternity, you must be firm and decisive in your decision. Joining a fraternity is not about looking ‘cool’ or tough; this should never be your mindset.” (P9)

According to Papazoglou et al., (2022) stated that future fraternity members were urged to carefully consider a fraternity’s ideals, culture, and standards, especially regarding discipline, academics, and member welfare. This theme emphasized the importance of making thoughtful and well-informed choices before joining a fraternity. Students were advised to do background research about the organization to understand its values and expectations. They were also encouraged to evaluate their own ability to handle multiple responsibilities. These steps were seen as essential to prevent future conflicts and reduce stress (Estoce et al., 2024).

The findings were significant because they showed that students consistently viewed academics as the top priority when joining a fraternity. Participants emphasized that education formed the foundation for personal and professional success. They reported that fraternity involvement should never compromise academic responsibilities. Students also highlighted the importance of time management and self-discipline in handling

multiple tasks. Careful planning was seen as essential to balance schoolwork and organizational commitments effectively.

The findings also showed that making informed and thoughtful decisions before joining a fraternity was essential. Students advised researching the fraternity, understanding its values, and assessing their personal readiness to handle multiple responsibilities. They reported that choosing a supportive fraternity and being aware of their limits helped them maintain balance and focus on academics. Participants explained that these practices allowed them to have a positive experience in the organization while fulfilling both academic and fraternity obligations. Overall, the study suggested that prioritizing education, practicing self-discipline, and making careful decisions were key factors for successful and meaningful fraternity involvement.

The statements implied that prioritizing academics was essential for future fraternity members. Students consistently stressed that education should come first, as it formed the foundation for success in life. Joining a fraternity should not have compromised academic responsibilities, and members had to be disciplined in managing both school and organizational commitments. The responses also highlighted the importance of making informed and thoughtful decisions before joining a fraternity. Future members were advised to research the fraternity, understand its values, and honestly assess their own readiness and capacity to handle responsibilities. This ensured that membership was a deliberate choice rather than an impulsive pursuit of social status or peer approval.

Finally, the statements suggested that supportive environments and self-awareness were key to a positive fraternity experience. Choosing a fraternity that encouraged growth, motivated members, and respected personal limits helped students maintain balance and

responsibility. The guidance emphasized that joining a fraternity was about personal development, meaningful connections, and maintaining a healthy balance between academic and organizational life.

CONCLUSION AND RECOMMENDATIONS

The findings revealed that criminology students who were active fraternity members faced significant challenges in balancing academic and organizational responsibilities. Effective planning, discipline, and reliance on support systems enabled them to maintain academic performance while participating in fraternity activities. Fraternity membership, when managed responsibly, fostered motivation, responsibility, and personal growth; however, mismanaged expectations and conflicting demands increased stress and the risk of burnout. These results highlight the importance of structured support, personal discipline, and mindful participation in extracurricular activities to ensure students' academic success and overall well-being.

Based on these findings, students are encouraged to practice effective time management, prioritize academic responsibilities, plan schedules ahead, and maintain physical and mental health by allowing time for rest and seeking support when needed. Schools and universities can strengthen student support systems through counseling, mentoring, study centers, and workshops on time and stress management to help students balance academic and organizational demands responsibly. Fraternity organizations should promote academics as a top priority, implement clear guidelines, foster accountability, and provide peer support, while leaders create flexible schedules and reduce unnecessary pressures. The community can contribute by providing a safe, positive environment that values education and responsible youth involvement. Finally, future researchers may expand the study using larger or more diverse samples, exploring different academic programs, or employing mixed-methods and comparative studies to gain deeper insights

into how students successfully balance academic responsibilities with organizational commitments.

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) in assisting with the development of the interview guide and in refining certain parts of the manuscript during the research process. The tool was utilized to help generate ideas and structure responses based on the study's objectives.

I also acknowledge the use of Google Scholar (<https://scholar.google.com/>) in locating scholarly articles, related literature, and credible academic sources that supported the theoretical and conceptual foundations of the study.

In addition, Google (<https://www.google.com/>) was used to access general background information and supplementary materials relevant to the research topic.

ChatPDF (<https://www.chatpdf.com/>) was utilized to help review academic documents and identify relevant theories that contributed to the development of the theoretical framework.

QuillBot (<https://quillbot.com/>) was used as a grammar-checking and paraphrasing tool to enhance clarity, coherence, and overall language quality in selected sections of the manuscript.

Lastly, Gemini AI was used to generate the photo portrait included in the Curriculum Vitae section of the study.

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APPENDIX A

INTERVIEW PROTOCOL

Introduction

1. Introduce yourself and explain the purpose of the study.
2. Discuss the focus of the study on the self-management among criminology student's fraternity member
3. Provide informed consent, assure confidentiality, and explain voluntary participation.
4. Explain the structure of the interview, including audio recording and note-taking.
5. Ask if the participant has any questions before starting.
6. Test the audio recording equipment.
7. Ensure the participant is comfortable and ready to proceed.

Opening Questions:

Participant's Profile

- a. Age
- b. Sex
- c. Year Level
- d. Duration of Membership

Core Questions:

1. How do the members of fraternity depict their day-to-day lifestyles in balancing academics and fraternity life?
2. What are the personal adjustments and sacrifices they undertake in dealing with time and responsibility?

3. What problems do fraternity members face in achieving their academic obligations?
4. What problems do they face in dealing with the expectations and commitments of fraternity membership?
5. How do fraternity commitments influence their study routines and scholarly commitment?
6. What are their coping mechanisms for dealing with stress and pressure from academics as well as fraternity involvement?
7. How do they see the overall influence of fraternity participation on their academic performance and personal development?

Closing Questions:

1. Looking back at your experience, what advice would you give to students who are considering joining a fraternity while maintaining academic performance?

APPENDIX B

TRANSMITTAL LETTER



Misamis University
Ozamiz City
College of Criminology



Feb. 18, 2026

Mrs. Irene Lato
Dean, College of Criminology
Southern Capital College
Oroquieta City

Dear Dean Lato,

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, respectfully request your good office's permission to conduct our research study entitled:

"Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study."

This study aims to explore and understand the personal experiences, challenges, perceptions, and insights of criminology students who are affiliated with fraternities, as part of our academic requirements in Criminology Research 1.

In line with this, we humbly seek your approval to conduct interviews and/or research questionnaires among selected fraternity-affiliated criminology students within the College of Criminology. Rest assured that all participants will be properly informed, and their participation will be voluntary. We also guarantee that the data gathered will be treated with utmost confidentiality, used strictly for academic purposes only, and will follow ethical research standards.

We sincerely hope for your favorable approval and support, as this will greatly contribute to the successful completion of our study.

Thank you very much, and we look forward to your positive response.

Respectfully yours,

MAYBITUIN, ALLIAN-DAWN O.

Noted:

DR. JOSE F. CUEVAS JR.

College Dean
Misamis University

Approved by:

IRINE B. LATO, RCRIM, MSCJ
Dean, College of Criminology
Southern Capital College
Oroquieta City

APPENDIX C

INTERVIEW TRANSCRIPTIONS

Participant 1 (4th year, Criminology, Tau Gamma Phi)

Through proper time management and by focusing on what is important. Although they are busy, they are still able to manage everything for the oath they have taken and for the common good. First, I prioritize tasks that must be done at the correct time and within the given period. Such as having tasks scheduled at the same time, overlapping activities, conflicts, and very limited time. Such as attending meetings so that responsibilities can be understood, but this cannot always be attended consistently. By regularly checking grades, because failing grades are not allowed. Once a failing grade occurs, they are given a DA or disciplinary action to correct and improve their academic performance. Just keep fighting and working hard and never give up. Through motivation and encouragement to do good deeds so one can become successful in life. For me, before joining, try it first so you can personally experience how challenging it is when you are already in our situation in the future.

Participant 2 (4th year, Criminology, Tau Gamma Phi)

Members describe their daily life as full of responsibilities and careful time management. They need to balance attending classes, studying, and fulfilling fraternity duties through proper planning and discipline. They adjust their rest time, leisure activities, and personal enjoyment. At times, they sacrifice sleep or social activities in order to meet both academic and fraternity obligations. Common problems include lack of time, physical and mental exhaustion, and stress due to numerous tasks. Sometimes, it is difficult to focus on studying when there are ongoing fraternity activities. There is pressure to meet organizational expectations such as attending meetings, activities, and taking on leadership roles. This can sometimes add more stress, especially when it coincides with academic requirements. Fraternity commitments can sometimes change their study routines. However, through discipline and support from fellow fraternity members, some become more responsible and motivated in their studies. They practice time management, maintain open communication with fellow fraternity members, and set aside time to rest. Moral support from the fraternity and family also greatly helps in dealing with stress. Overall, they see fraternity membership as helpful to personal development, such as improving leadership, discipline, and responsibility. Despite the challenges, academic performance still depends on how the individual manages their responsibilities. The advice is to prioritize education, practice good time management, and choose a fraternity that values academics. It is important to know your limits and remain responsible in all aspects of life.

Participant 3 (3rd year, Criminology, Scout Royal Brotherhood)

In my daily life, I balance my studies and my involvement in an organization. Sometimes it is difficult because both require time and effort. Even when I feel tired, I still try my best to finish my school tasks. I have learned how to identify which responsibilities

should be prioritized. I adjusted my time by reducing leisure activities and rest. Sometimes I do not join all activities so that my studies will not be affected. I learned how to manage my time and how to say no when I can no longer handle additional responsibilities. My common problems are fatigue and lack of sleep. Because of this, it is sometimes difficult for me to understand the lessons. However, I make an effort to study again so that I will not fall behind in class. There are expectations for me to help and participate in activities. At times, I feel pressure, especially when there are many tasks to do. However, I do what I can and strive to remain responsible. Because of my commitments, my study schedule sometimes changes. It is not always consistent, so I study even for short periods as long as I do it regularly. This has helped me become more disciplined in my studies. When I feel stressed, I plan my tasks and take breaks when necessary. Prayer and talking to trusted people also help me feel relieved and emotionally lighter. For me, being a member of the organization has helped my personal development. I have learned to be more responsible, disciplined, and better at managing my time. Despite the challenges, there are also positive effects on my academic life and overall personal growth. Always prioritize your studies. Do not forget that education is important for your future. If you decide to join an organization, make sure you know how to divide your time and do not neglect your responsibilities as a student. If you know how to balance your commitments and discipline yourself, it is possible to succeed in both.

Participant 4 (4th year, Criminology, Alpha Kappa Rho)

It is always about time management. Of course, I always prioritize important things such as school and academics first. Then, if I still have free time, that is when I allocate time for other things, including fraternity activities. It depends on the situation because I am the one managing my time and daily schedule. For example, I set specific days for academics depending on whether a task can be set aside, postponed, or needs to be done immediately. Leisure activities are only done if possible, but if not, I strictly prioritize important matters. Other activities are done only when I am free. Based on my experience, one major problem is financial difficulty, especially when obligations involve money and you do not have enough funds. This can result in delays and additional challenges. So far, based on my experience, the main issue is time availability. Sometimes, I cannot join fraternity activities because I am busy with academics and schoolwork. Fraternity commitments greatly help in maintaining focus on studies because you may receive a D.A. or sanctions if it is proven that you are neglecting your academics, especially if you are just fooling around. Stress is always present. My way of relaxing is by resting, chilling for a while, and enjoying myself briefly then moving forward and returning to reality afterward. In a way, fraternity involvement trains you in self-discipline and emotional control toward certain situations. If you really want to join a fraternity, my advice is to choose wisely. First, do a background check on the fraternity. Second, understand the true meaning of fraternity. Third, evaluate yourself and determine whether you are truly fit to join a fraternity.

Participant 5 (4th year, Criminology, Tau Gamma Phi)

Based on my experience, it is sometimes difficult to balance the two because I have class projects and deadlines, while I also have fraternity meetings, activities, and responsibilities. However, meetings are usually held only on Sundays. I study earlier or later in the day to finish my academic requirements. I also limit my leisure activities so that I can manage everything properly. We commonly experience fatigue, lack of sleep, and time management issues. Sometimes, schedule conflicts cannot be avoided, such as simultaneous class deadlines and required attendance at fraternity events. At times, I also feel pressure. There is pressure to attend events even when I am already tired or have many academic tasks. There are expectations to actively help in projects and support fellow brothers. Sometimes, conflicts arise when fraternity expectations are too demanding and do not match my available time. They have both positive and negative effects. On the positive side, the fraternity helps with motivation because it provides a support system. On the negative side, my study routine can be disrupted by sudden activities or emergencies within the fraternity. I really need to plan properly to avoid affecting my grades. Time blocking in my schedule taking short breaks when tasks feel overwhelming asking for support from co-members or close friends, listening to music or taking short breaks. In my view, being a fraternity member has given me discipline, confidence, and communication skills. It has helped in leadership development. However, there are also times when it becomes challenging for academics if not managed properly. Overall, it still depends on how the student handles. My advice is that if you plan to join a fraternity, make sure you can balance your time. Do not forget that academics should always be the priority. Choose a fraternity that is supportive and does not take advantage of you. It is important to know how to set boundaries and speak up when you are already overwhelmed. A fraternity can help with personal growth, but you are still responsible for your future and academic performance.

Participant 6 (3rd year, Criminology, Alpha Kappa Rho)

In balancing academics and fraternity activities, proper time management is necessary. The fraternity does not pressure members to join activities because academics are always the top priority. When there are projects and assignments, they should be prioritized and completed immediately so that during the weekends there is enough time to help with fraternity activities. In my case, I have not encountered serious problems because I always prioritize academics, which is what should be done. The fraternity understands this because it is emphasized during orientation. Problems in the fraternity cannot be avoided, especially when there are members who are not active. The fraternity influences me to stand firm and not give up easily. In our fraternity, seniors always remind us that academics should come first, and the brotherhood will always understand. Based on my experience, I go out with friends to break the routine and relax. After feeling refreshed, I return to my responsibilities. I truly admire my fraternity because they constantly remind us, especially students, that academics should always be the top priority because it is the

most important. My advice to those who want to join a fraternity is to prioritize their studies first. It is better to finish school before joining so that you can fully focus on your academics.

Participant 7 (4th year, Criminology, Tau Gamma Phi)

Based on my experience, it is sometimes difficult to balance both because I have class projects and deadlines, as well as fraternity meetings, activities, and responsibilities. However, meetings are usually held only on Sundays. I study earlier or later than usual to finish my academic requirements. I also limit my leisure activities so that I can manage everything properly. We usually experience fatigue, lack of sleep, and time management issues. Sometimes, schedule conflicts are unavoidable, such as simultaneous class deadlines and required attendance at fraternity events. At times, I also feel pressure. There is pressure to attend events even when I am already tired or when I have many academic tasks. There are expectations to be active in helping with projects and supporting fellow brothers. Sometimes, conflicts occur when fraternity expectations are too demanding and do not match my available time. Fraternity commitments have both positive and negative effects. On the positive side, the fraternity helps with motivation because it provides a support system. On the negative side, my study routine can sometimes be disrupted due to sudden activities or emergencies in the fraternity. Proper planning is necessary to ensure that my grades are not affected. Time blocking in my schedule, taking short breaks when tasks feel overwhelming, asking for support from co-members or close friends, listening to music or taking short breaks. In my view, being a fraternity member has given me discipline, confidence, and communication skills. It has helped develop my leadership abilities. However, there are times when it becomes challenging academically if not managed properly. Overall, it still depends on how the student handles their responsibilities. My advice is that if you plan to join a fraternity, make sure that you can balance your time well. Do not forget that academics should always be the priority. Choose a fraternity that is supportive and does not take advantage of you. It is important to know how to set boundaries and speak up when you are already overwhelmed. A fraternity can help with personal growth, but you are still responsible for your future and academic performance.

Participant 8 (4th year, Criminology, Alpha Kappa Rho)

As a fraternity member and a student, it is really about time management, but I prioritize my academics more. Academics are more important, and my fraternity group understands this. It depends on the situation. If a fraternity activity is scheduled at the same time as a class, academics should be the priority. You can simply catch up or join the next activity when you no longer have classes. So far, since joining the fraternity, I have not encountered problems with my academics because I always prioritize them. In our fraternity, we are constantly reminded that school comes first. Problems in a fraternity cannot be avoided, especially with members who are stubborn, particularly when alcohol is involved. Those members are given disciplinary action so they will learn their lesson.

Our fraternity motivates us to prioritize academics because the fraternity is always there to support us. You have a strong support system through your brotherhood. I reset by spending time with friends to relax a bit and clear my mind from the heavy thoughts of daily responsibilities. From my perspective, the fraternity motivates you to strive harder and work toward success. My advice to those who want to join is not to enter a fraternity if your main goal is to help the community. Even without a fraternity, you can help the community, especially while you are still a student. It is better not to join yet so your time will not be divided.

Participant 9 (4th year Criminology, Tau Gamma Phi)

As a member of the Triskelion Fraternity, our daily life should always be focused on doing good and avoiding illegal activities, because such actions do not help in life or in the fraternity. As a Triskelion, we should avoid conflicts and trouble so that the good works of the fraternity will not be damaged. We must also follow the tenets of the fraternity. If a Triskelion engages in irresponsible or foolish behavior, appropriate action or punishment will be given. No specific answer was provided. Studies and family should always be prioritized before fraternity commitments. When there is a meeting within the fraternity, members are expected to attend. The fraternity influences members to stand firm, not give up easily, and remain motivated. We are inspired to prioritize our studies, and we are constantly reminded that education should always come first. If you truly want to join a fraternity, you must be firm and decisive in your decision. Joining a fraternity is not about looking “cool” or tough; this should never be your mindset.

Participant 10 (4th year Criminology, Tau Gamma Phi)

Time management is really important in balancing academics and fraternity life. You should properly divide your time and then focus on your studies. Personal adjustment means knowing which things are important and learning not to fall behind in your responsibilities. There are stories about people who became negative; they did not know how to handle things well when they joined a fraternity. Sometimes there are times when there are problems or misunderstandings, and there are also times when you are very busy so you cannot join activities. A big impact is that you may receive disciplinary action if you fail to meet academic requirements or if your grades drop in school. For me, one way I cope is by doing my hobbies so that stress and pressure are reduced. In my experience, it is really important to make good decisions and to know your limits so you will not face disciplinary action. Do not rush into joining. Continue living a simple lifestyle. Without a group, your life can be more peaceful. Just choose what is right in your mind and always show respect to others.

APPENDIX D

THESIS/RESEARCH DATA GATHERING APPROVAL FORM



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
 ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: Daryl Jay Barionlos, Mark Jayon Dardap, Noel Nick Bazarra, Allison Dawn Mayjatin
College/Department: College of Criminology
Research Title: Urbal Experiences of Fraternity - Affiliated Criminology Students: A Phenomenological Study

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: Fraternity - Affiliated criminology students of Southern Capital College in Oroquieta City

c. Procedure:

☐ Survey	☒ Interview	☐ Experimentation	☐ Laboratory Testing
---------------------------------	---	--	---

d. Place of Implementation/Study Area: Oroquieta City, Misamis Occidental

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 _____
---	---	---------------------------------	--

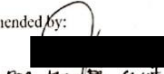
e. Date/s of Implementation/Sampling: October - December

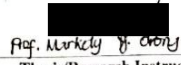
Attachments:

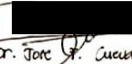
☒	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☒	Signed Parents' Consent

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

Recommended by:


Prof. Elma R. Gupot
 Thesis/Research Adviser


Prof. Markely B. Chong
 Thesis/Research Instructor

Approved by: 

Dr. Jose A. Cuevas Jr.
 College Dean

CONTROLLED DOCUMENT

APPENDIX E

INFORMED CONSENT



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator
(Nagtuon): Daryl Jay Barrientos, Mark Jayson Dorotaty, Noel Nick Ebarura, Alliah Dawn Maybituin
Course: Bachelor of Science in Criminology
College: College of Criminology – Misamis University
Email / Contact Number: 09129638974
Thesis Title: “Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study”

PART I. INFORMATION SHEET

Introduction (Pasiuna)	Good day! I am <u>Daryl Jay C. Barrientos</u>, the principal researcher/investigator of the study entitled <u>“Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study.”</u> We are undergraduate student under the program <u>Bachelor of Science in Criminology</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>Mokloy Cajales Jr.</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>Daryl Jay C. Barrientos</u>, ang nagpahigayon sa pagtuon kabahin sa <u>“Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study.”</u> Ako usa ka estudyante sa <u>Bachelor of Science in Criminology</u> sa Misamis University. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahaglang 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 gawasnon 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)	<u>The purpose of this phenomenological study is to explore and understand the lived experiences of criminology students who are affiliated with fraternities. Specifically, the study seeks to examine how fraternity membership influences their academic life, personal development, values, and social interactions, as well as the challenges and insights they encounter as criminology students.</u> <i>(Ang katuyoan sa niining phenomenological nga pagtuon mao ang pagsuhid ug pagsabot sa mga tinuod nga kasinatian sa mga estudyante sa Criminology nga miyembro sa mga fraternity. Sa partikular, tumong sa pagtuon nga masuta kung giunsa pag-apekto sa pagka-miyembro sa fraternity ang ilang kinabuhi sa akademiko, personal nga pag-uswag, mga bili, ug sosyal nga interaksyon, ingon man ang mga hagit ug mga leksyon nga ilang nasinati isip mga estudyante sa Criminology.)</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>



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MU-REB-010/03 March 2022

Selection of Participants (Pagpili sa mga Partisipant)	The selection of the participants is based on the following inclusion criteria: (1) currently enrolled criminology students, (2) active members of a recognized fraternity, and (3) individuals who have sufficient experience and willingness to share their lived experiences related to fraternity affiliation. Participants must have been members of their respective fraternities for a significant period to ensure meaningful and in-depth insights into their academic, social, and personal experiences. (Ang pagpili sa mga partisipante gibase sa mosunod nga mga inclusion criteria: (1) kasamtangang naka-enrol nga mga estudyante sa Criminology, (2) aktibong miyembro sa usa ka giila nga fraternity, ug (3) mga indibidwal nga adunay igo nga kasinatian ug kahandurawan sa pagpaambit sa ilang tinuod nga mga kasinatian nga may kalabutan sa ilang pagka-miyembro sa fraternity. Ang mga partisipante kinahanglan nga miyembro na sa ilang tagsa-tagsa nga fraternity sulod sa igo nga panahon aron masiguro ang makahuluganon ug lawom nga mga panan-aw sa ilang akademiko, sosyal, ug personal nga mga kasinatian.)
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. (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-decision ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)
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. (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.)
Duration (Gidugayon)	The gathering of data through the interview will last for 45 minutes to 1 hour. (Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 45 minutos ngadto sa is aka oras.)
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. (Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)



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MU-REB-010/03 March 2022

Benefits (Kaayohan)	<i>This study will enable you to shed light on and provide understanding about the lived experiences of fraternity-affiliated criminology students, particularly in relation to their academic life, personal development, values, and social interactions. Thus, your responses shall be highly valued, being deemed important in the field of criminology and academic research.</i> <i>(Kini nga pagtuon makatabang sa paghatag og kahayag ug pagsabot sa mga tinuod nga kasinatian sa mga estudyante sa Criminology nga miyembro sa fraternity, ilabi na sa ilang akademikong kinabuhi, personal nga pag-uswag, mga bili, ug sosyal nga interaksyon. Busa, ang inyong mga tubag pagahatagan og dakong bili tungod kay kini giisip nga hinungdanon sa natad sa Criminology ug akademikong panukiduki.)</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>



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MU-REB-010/03 March 2022

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>Daryl Jay Barrientos</u> Cellphone Number/s: <u>09129638974</u> E-mail address: _____ 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>Daryl Jay Barrientos, Mark Jayson Dorotaty, Noel Nick Ebarura, Alliah Dawn Maybituin</u>
--	--



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MU-REB-010/03 March 2022

PART II. CERTIFICATE OF CONSENT

This research entitled "Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study" by Daryl Jay Barrientos, Mark Jayson Dorotaty, Noel Nick Ebarura, Alliah Dawn Maybituin with the aim of gathering information and data pertaining to the lived experiences of criminology students who are affiliated with fraternities, particularly their academic life, personal development, values, social interactions, and challenges encountered, has been presented and explained to me clearly. Since the study involves in-depth interviews with fraternity-affiliated criminology students to explore their personal experiences, I am chosen as one of the participants.

(Kini nga pagtuon gitituhon, "Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study" ni Daryl Jay Barrientos, Mark Jayson Dorotaty, Noel Nick Ebarura, Alliah Dawn Maybituin, nga adunay tumong sa impormasyon ug datos nga may kalabutan sa mga tinuod nga kasinatian sa mga estudyante sa Criminology nga miyembro sa fraternity, ilabi na sa ilang akademikong kinabuhi, personal nga pag-uswag, mga bili, sosyal nga interaksyon, ug mga hagit nga ilang nasinati, gipresentar ug gipasabot kanako sa tin-aw. Tungod kay ang pagtuon naglakip og lawom nga mga interbyu sa mga estudyante sa Criminology nga miyembro sa fraternity aron masuta ang ilang personal nga mga kasinatian, ako gipili 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): Mokloy Cajetes Jr.

Signature of Participant (Pirma sa Partisipante): _____

Date: [MM/DD/YYYY]: December 14, 2025

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

CRIMINOLOGY
Sponsoring Group/Organization

I am allowing my son/daughter/ward, ALLAH DAWN O. MAYERLIN, to join the DATA GATHERING FOR RESEARCH (activity) to be held on DECEMBER at OROQUIETA CITY under the supervision of MS. ELLA FE EUPIT (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.

ALLAH DAWN O. MAYERLIN
Signature over printed name of
Parent/Guardian

12-14-25
Date

ALLAH DAWN O. MAYERLIN
Signature over printed name of
Student

12-14-25
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 03 day of MAR 2026 at Ozamiz City, Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of his/her personal identity.

Doc. No. 229
Page No. 49
Book No. 0
Series of 20 26

ATTY. RE [REDACTED], RMT
Notarial Commission No. 2025-18
Notary Public for Ozamiz City and Clarin
City Hall Drive, Bernad Subdivision, Aguada, Ozamiz City
PTR No. 6007751; 01/05/2026; Ozamiz City
IBP O.R. No. 576165; 12/29/2025; Pasig City
Attorney's Roll No. 70648
MCLE Compliance No. Vill-G014127, Valid until 04/14/2028

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

APPENDIX G

DOCUMENTATION



An observed moment of dialogue and attentive listening, capturing the lived experiences of fraternity-affiliated criminology students as shared through personal narratives within their academic and organizational life.



In-depth interview with a fraternity-affiliated criminology student during field data collection.

APPENDIX H

CERTIFICATE OF PUBLICATION

ARJHSS AMERICAN RESEARCH JOURNAL OF HUMANITIES & SOCIAL SCIENCE (ARJHSS)	
America Australia Qatar India New York Malaysia China Nigeria Nepal Sri Lanka USA Indonesia Vietnam	
CERTIFICATE	
It is certifying that the paper entitled by " Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study " has been published in American Research Journal of Humanities & Social Science (ARJHSS).	
Your article has published with following details:	
Manuscript Id	: AS9315
Author's Name	: Noel Nick S. Eharura et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
Indexing	: Yes
ISSN (e)	: 2378-702X
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Month of Publication	: April 2026



With Regards,
Editor-in-Chief
URL: www.arjhss.com
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ARJHSS AMERICAN RESEARCH JOURNAL OF HUMANITIES & SOCIAL SCIENCE (ARJHSS)	
America Australia Qatar India New York Malaysia China Nigeria Nepal Sri Lanka USA Indonesia Vietnam	
CERTIFICATE	
It is certifying that the paper entitled by " Lived Experiences of Fraternity-Affiliated Criminology Students: A Phenomenological Study " has been published in American Research Journal of Humanities & Social Science (ARJHSS).	
Your article has published with following details:	
Manuscript Id	: AS9315
Author's Name	: Daryl Jay C. Barrientos et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
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E-mail: arjhss.editor@gmail.com
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APPENDIX I

TURNITIN RESULT

MAYBITUIN, ALLIAH DAWN O..docx

 Misamis University

Document Details

Submission ID	trn:old::28447:137866619	74 Pages
Submission Date	May 6, 2026, 2:23 PM GMT+8	17,684 Words
Download Date	May 6, 2026, 2:36 PM GMT+8	112,097 Characters
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CURRICULUM VITAE

PERSONAL INFORMATION

Name : DARYL JAY C. BARRIENTOS
Birth Date : June 28, 2003
Address. : Carmen, Ozamiz City
Parent/Guardian : Fortunato G. Barrientos Jr.



EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2027

Secondary: Senior High School Diploma
Ozamiz City National High School
Mayor Fernando Bernad Ave. Ozamiz City
June 2022

Junior High School Diploma
Ozamiz City National High School
Mayor Fernando Bernad Ave. Ozamiz City
March 2020

Elementary Elementary Diploma
Baybay Central School
Baybay Triunfo, Ozamiz City
March 2016

TRAININGS/SEMINARS ATTENDED:

- Reserve Officers Training Course
Misamis University, Ozamiz City
2022-2023
- Seminar- Workshop in Dactyloscopy
Misamis University, Ozamiz City
November 18, 2023

CURRICULUM VITAE



PERSONAL INFORMATION

Name : MARK JAYSON P. DOROTAYO
Birth Date : February 14, 2001
Address. : Block 6 lot 38 camella homes, P-6 Labo, Ozamiz City
Parent/Guardian : Mrs. Nita C. Dorotayo

EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City
June 2027

Secondary: Senior High School Diploma
Jimenez National Comprehensive High School
Jimenez, Misamis Occidental
May 2020

Junior High School Diploma
Jimenez Bethel Institute
Naga, Jimenez, Misamis Occidental
May 2018

Elementary Elementary Diploma
Jimenez Central School
Nacional, Jimenez, Misamis Occidental
March 2014

TRAININGS/SEMINARS ATTENDED

- Seminar- Workshop in Dactyloscopy
Misamis University, Ozamiz City
November 18, 2023

CURRICULUM VITAE



PERSONAL INFORMATION

Name : NOEL NICK S. EBARURA
Birth Date : March 22, 2003
Address. : Bongbong, Ozamiz City
Parent/Guardian : Noel E. Ebarura

EDUCATIONAL BACKGROUND

College: Bachelor of Science in Criminology
Misamis University
Ozamiz City`
June 2027

Secondary: Senior High School Diploma
Misamis Institute of Technology
Bañadero, Ozamiz City
June 2022

Junior High School Diploma
Misamis Institute of Technology
Bañadero, Ozamiz City
March 2020

Elementary Elementary Diploma
Cogon Integrated School
Cogon, Ozamiz City
March 2016

TRAININGS/SEMINARS ATTENDED

- Seminar- Workshop in Dactyloscopy
Misamis University, Ozamiz City
November 18, 2023

CURRICULUM VITAE



PERSONAL INFORMATION

Name : ALLIAH DAWN O. MAYBITUIN
Birth Date : September 9,2000
Address. : Carangan, Ozamiz City
Parent/Guardian : Mr. Wilfredo C. Maybituin

EDUCATIONAL BACKGROUND

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

Secondary: Senior High School Diploma
Misamis University
HT Feliciano St. Aguada, Ozamiz City
April 2019

Junior High School Diploma
Misamis Institute of Technology
Bañadero Highway, Ozamiz City
March 2017

Elementary Elementary Diploma
Baroy Central Elementary School
Baroy, Lanao del Norte
March 2012

TRAININGS/SEMINARS ATTENDED

- Seminar Series Workshop on Communication and Academic Writing for Criminology Interns
Misamis University, Ozamiz City
February 20, 2026
- Police Blotter Entries: Police and Investigative Reports; Affidavit Preparation; Other Police and Technical Writings
Misamis University, Ozamiz City
February 27, 2026