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LEADING FACTORS FOR FAILING THE QUALIFYING EXAMINATION AMONG CRIMINOLOGY STUDENTS IN CAVITE STATE UNIVERSITY-BACOOR CITY CAMPUS: BASIS FOR INTERVENTION PROGRAM

Shawn Michael B. Aldea, Arman C. Maribojo, James E. Dalis, Jimmy M. Caltino
Cavite State University, Bacoor City, Cavite, Philippines

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ABSTRACT

This study aims to assess the leading factors for failing the qualifying examinations among criminology students at Cavite State University- Bacoor City Campus to serve as a basis for an intervention program. Quantitative methods were used in this study, it emphasized object measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data and generalizing it across groups of people or to explain a particular phenomenon. Specifically, the descriptive survey method was used in this study to facilitate the investigation of social phenomena through gathering of opinion, observation and perception. Hence, the leading factors for failing the qualifying examination among criminology students in Cavite State University – Bacoor City Campus in terms of the following variables in terms of Inadequate study, Unable to understand Subject Matter, Insufficient Review, Previous Failures in Academic Subjects, Weak Strategies.

KEYWORDS: *Qualifying Examination of Criminology Students, Inadequate study, Unable to understand Subject Matter, Insufficient Review, Previous Failures in Academic Subjects, Weak Strategies*

I. INTRODUCTION

The qualifying examination provides an opportunity for students to demonstrate that they have attained a broad base of knowledge and research expertise in an area of inquiry within the field of higher education and to confirm that students are appropriately prepared to undertake and successfully complete the dissertation.

For the past years, qualifying examinations have been the answer to the rigorous board exams for the Criminology Licensure Examination since this requires preparation and thorough screening among students aiming to perform top nationwide. The examinees themselves, passed or failed, can properly assess how the examinations were administered and whether they reflect the true performance of the takers.

However, there are factors that are not under the control of the administrator. On the one hand, according to Aiken and Groth-Manat (2008), fatigue, the motivation level of the examinee, physical discomfort, and anxiety are psychological factors that can be considered as variables that may affect the results. For these reasons, test administrators must seek ways how to standardize or departmentalize to minimize the variability of results among examinees other than the ability to answer the exams. On the other hand, there are factors that can be controlled by the administrators that may affect the performance of the examinees while taking the examinations.

According to Boyle (2015), Qualifying exams often test foundational knowledge that is crucial for advanced study or professional practice. Comprehensive exams assess a student's grasp of core concepts and their ability to integrate this knowledge across different areas of their field. Carnevale and Hanseon (2012), These exams provide a standardized measure to ensure that all candidates meet a minimum level of competency. This standardization is critical in fields where practitioners must demonstrate a consistent level of expertise and skill. Banta (2009) states that the results of qualifying exams can provide valuable feedback to educational institutions about the effectiveness of their curriculum and instruction. This feedback can be used to make necessary adjustments to improve educational outcomes.

With this, the study focused on the leading factors of failing the qualifying examination among criminology students in Cavite State University – Bacoor City Campus: Basis for Intervention Program.

II.METHODOLOGY

The method of investigation utilized a descriptive quantitative research approach since its purpose is to obtain and present facts regarding the moral conduct of teachers towards the academic performance of students and the matters that should be further developed by the Department of Criminology. Observing and describing a subject's behavior is the focus of the descriptive technique, a type of research approach used in the scientific community. Research that falls under the category of "descriptive" seeks to accurately and methodically describe a population, situation, or event. The objective of descriptive research is to determine the condition that predominates in a group of variables that have been selected for study. Descriptive research is defined as fact-finding with adequate interpretation and the true meaning of data collected that are reported from

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the viewpoint of the objective and basic assumption of the research (McCombes, 2022). The study consists of a set of data or information analyzed, summarized and interpreted to pursue the specific purpose of conducting the study. Questionnaires were given personally by the researcher and collected as well. After the collection, the data will be tabulated to create a statistical treatment or output.

III. DISCUSSION

1. The Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of:

Table 6
Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Inadequate Study

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	M	VI
1. Engaging in less than five hours of study per week or poor time management.	3.45	A	3.25	A	**3.42**	**A**
2. Failing to review class notes beyond the designated class times.	3.14	A	3.45	A	**3.19**	**A**
3. Failing to establish clear study goals and objectives.	3.25	A	3.5	A	**3.29**	**A**
4. Reading only for the purpose of the examination	3.38	A	3.25	A	**3.26**	**A**
5. Focusing on certain topics while neglecting others.	3.38	A	3.2	A	**3.25**	**A**
Total	**3.32**	**A**	**3.33**	**A**	**3.28**	**A**

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
3.50 – 4.00 = Strongly Agree (SA) 1.50 – 2.49 = Disagree (D)
2.50 – 3.49 = Agree (A) 1.00 – 1.49 = Strongly Disagree (SD)

Table 6 shows the Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Inadequate Study. This agrees with an overall mean of 3.28. The groups of respondents agree that the faculty has a mean of 3.33, and the student has 3.32. All indicators are interpreted agree. These are the following with the mean: “Engaging in less than five hours of study per week or poor time management” have 3.42; “Failing to establish clear study goals and objectives” have 3.29; “Reading only for the purpose of the examination” have 3.26; “Focusing on certain topics while neglecting others” have 3.25; and “Failing to review class notes beyond the designated class times” have 3.19.

This aligns with Johnson (2019), who emphasizes that poor study habits, lack of motivation, and ineffective time management skills are significant factors contributing to academic underachievement, highlighting that promoting effective time management practices can enhance student preparation and performance in qualifying examinations.

Table 7
Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Unable to Understand the Subject Matter

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	M	VI
1. The student lacks the motivation to learn the subject	3.48	A	3.45	A	**3.48**	**A**
2. The student is surrounded by numerous distractions	3.24	A	3.5	SA	**3.28**	**A**
3. The student finds it challenging to concentrate and struggles to maintain focus.	3.34	A	3.55	SA	**3.37**	**A**
4. The student encounters difficulty in recalling facts or information.	3.42	A	3.4	A	**3.42**	**A**
5. They lack the right resources or tools to comprehend the subject matter.	3.38	A	3.4	A	**3.38**	**A**
Total	**3.37**	**A**	**3.46**	**A**	**3.39**	**A**

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
3.50 – 4.00 = Strongly Agree (SA) 1.50 – 2.49 = Disagree (D)
2.50 – 3.49 = Agree (A) 1.00 – 1.49 = Strongly Disagree (SD)

Table 7 presents the leading factors for failing the qualifying examinations among Criminology students at Cavite State University-Bacoor Campus in terms of being unable to understand the subject matter. This agrees with an overall mean of 3.39. The groups of respondents agree that the faculty has a mean of 3.46, and the student has 3.37. All indicators are interpreted agree. These are the following with the mean: “The student lacks motivation in learning the subject” has 3.48; “The

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student encounters difficulty in recalling facts or information" has 3.42; "They lack the right resources or tools to comprehend the subject matter." have 3.38; "The student finds it challenging to concentrate and struggles to maintain focus" have 3.37; and "The student is surrounded by numerous distractions" have 3.28.

This aligned with the study of Orosz et al. (2017), who emphasized that low levels of motivation can influence low-grade achievement in students. Less motivated students tend to receive lower grades. Motivation plays an important role in the desire to achieve higher grades. Similarly, Azis (2023) emphasized the importance of motivation in helping students achieve positive academic results, highlighting the importance of motivation in learning the subject, which contributes to the result in the qualifying examination.

Table 8
Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Insufficient Review

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	M	VI
1. Insufficient review materials given by the campus/school.	3.47	A	2.6	A	**3.33**	**A**
2. Personal time constraints limit the effectiveness of the review process.	3.29	A	3.25	A	**3.28**	**A**
3. The lack of guidance or support from the faculty members affected the review process	3.26	A	2.6	A	**3.15**	**A**
4. Rarely engaging in group study to review lessons.	3.39	A	3.1	A	**3.35**	**A**
5. Accessibility of facilities in school to support the study efforts of the student	3.42	A	2.9	A	**3.34**	**A**
Total	**3.36**	**A**	**2.89**	**A**	**3.29**	**A**

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
3.50 – 4.00 = Strongly Agree (SA) 1.50 – 2.49 = Disagree (D)
2.50 – 3.49 = Agree (A) 1.00 – 1.49 = Strongly Disagree (SD)

Table 8 Contains the Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Insufficient Review. This agrees with an overall mean of 3.29. The groups of respondents agree that the faculty has a mean of 3.36, and the student has a mean of 3.29. All indicators are interpreted agree. These are the following with the mean: "Rarely engaging in group study to review lessons" has 3.35; "Accessibility of facilities in school to support the study efforts of the student" has 3.34; "Insufficient review materials given by the campus/school." have 3.33; "Personal time constraint limiting the effectiveness of the review process" have 3.28; and "The lack of guidance or support from the faculty members affected the review process" have 3.15.

This is aligned with Algonquin College (2024), which emphasizes the benefits of studying in groups. Students can help each other to understand the material better than studying alone. A study group is a group of people who get together to study or work on class material. Similarly, Ephraim (2023) emphasizes the advantages of group study in academic performance and excellence in their study, highlighting the importance of engaging in group study to improve the learning outcomes of students.

Table 9
Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Previous Failure in Academic Subject

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	M	VI
1. Lack of understanding of the subject matter	3.33	A	3.35	A	**3.33**	**A**
2. Personal issues affect the academic study. (family problems, financial difficulties, work commitments)	3.19	A	3.25	A	**3.2**	**A**
3. Anxiety and stress are experienced during academic study and tests.	3.32	A	3.2	A	**3.3**	**A**
4. Difficulty in grasping complex concepts	3.29	A	3.3	A	**3.28**	**A**
5. Language barriers can impact academic learning	3.31	A	3.2	A	**3.29**	**A**
Total	**3.28**	**A**	**3.26**	**A**	**3.28**	**A**

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
3.50 – 4.00 = Strongly Agree (SA) 1.50 – 2.49 = Disagree (D)
2.50 – 3.49 = Agree (A) 1.00 – 1.49 = Strongly Disagree (SD)

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Table 9 Illustrates the Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Previous Failure in Academic Subjects. This agrees with an overall mean of 3.28. The groups of respondents agreed that the faculty had a mean of 3.26, and the students had a mean of 3.28. All indicators are interpreted agree. These are the following with the mean: "Lack of understanding of the subject matter" has 3.33; "Language barriers can impact academic learning" has 3.29; "Difficulty in grasping complex concepts" has 3.28; "Anxiety and stress experienced during academic study and tests." have 3.3; and "Personal issues affect academic study. (family problems, financial difficulties, work commitments)" have 3.2.

This aligned with Balintucas (2021), who emphasized the factors that influence the difficulty in understanding the subject matter. Similarly, Valencia (2023) emphasized that the lack of understanding of the subject matter can be related to weak memory and difficulty focusing. Vanessa (2024) also notes that the poor understanding of the subject matter is due to poor comprehension of the subject material. Highlighting the importance of resolving the lack of understanding of the subject matter by creating a focused learning environment requires both teacher and student participation so students can conceptualize and understand the knowledge they have learned.

Table 10
Level of the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University-Bacoor Campus in terms of Weak Strategies

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	M	VI
1. Procrastinating or act of delaying or postponing tasks, including studying or completing assignments, until the last possible moment.	3.51	SA	3.65	SA	**3.53**	**SA**
2. Multitasking or trying to study while engaging in distracting activities usually results in reduced learning efficiency	3.29	A	3.55	SA	**3.33**	**A**
3. Passive learning is merely listening to lectures or reading textbooks without actively engaging with the material through questioning, summarizing, or applying it.	3.41	A	3.5	SA	**3.43**	**A**
4. Rote learning or memorization without necessarily understanding the meaning or concepts	3.47	A	3.65	SA	**3.49**	**A**
5. Cramming or waiting until the last minute to study large amounts of material often leads to superficial learning and forgetting the information quickly.	3.49	A	3.6	SA	**3.51**	**SA**
Total	**3.43**	**A**	**3.59**	**SA**	**3.45**	**A**

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
3.50 – 4.00 = Strongly Agree (SA) 1.50 – 2.49 = Disagree (D)
2.50 – 3.49 = Agree (A) 1.00 – 1.49 = Strongly Disagree (SD)

Table 10 shows the leading factors for failing the qualifying examinations among Criminology students at Cavite State University-Bacoor Campus in terms of weak strategies. This agrees with an overall mean of 3.45. The groups of respondents agreed that the faculty had a mean of 3.59, and the students had 3.43. Most of the indicators are interpreted as agreeing. These are the following with the mean: "Procrastinating or act of delaying or postponing tasks, including studying or completing assignments, until the last possible moment" have 3.53; "Cramming or waiting until the last minute to study large amounts of material, which often leads to superficial learning and forgetting the information quickly." have 3.51; "Rote learning or memorization without necessarily understanding the meaning or concepts" have 3.49; "Passive Learning or merely listening to lectures or reading textbooks without actively engaging with the material through questioning, summarizing, or applying it" have 3.43; and "Multitasking or trying to study while engaging in distracting activities usually results to reduced learning efficiency" has 3.33.

This aligns with Kim and Bong (2020), who emphasize the relationship between academic procrastination and failing to qualify for advanced exams. The study highlights how procrastination tendencies negatively impact students' preparation and performance, leading to suboptimal outcomes in high-stakes examinations. Similarly, Akpur (2017) and Kurtovic et al. (2019) emphasized the connection between procrastination and the academic achievement of students. Those who succeed more academically tend to be less procrastinating, and vice versa. This data backs up the claims made by Akinsola et al. (2007) that academic procrastination is associated with students' efforts to learn the assigned subject outside of the classroom and their ability to manage their time. Highlighting the effects of procrastination on the result of qualifying exams or academic achievement of students.

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2. Significant difference between the assessments of the two groups of respondents on the leading factors for failing the qualifying examinations among criminology students at Cavite State University - Bacoor Campus in terms of the above-mentioned variables

Table 11

SPSS t-test table at α = 0.05 and df = 122

Variables	Mean	t-value	P-Value	Remarks on t-value	Interpretation	Analysis
Inadequate Study	3.28	3.078	0.082	Greater Than α	Accept Ho	Not Significant
Unable to Understand the Subject Matter	3.39	1.743	0.189	Greater Than α	Accept Ho	Not Significant
Insufficient Review	3.35	13.681	0.000	Less Than α	Reject Ho	Significant
Previous Failures and Academic Subjects	3.28	2.861	0.093	Greater Than α	Accept Ho	Not Significant
Weak Strategies	3.45	0.586	0.445	Greater Than α	Accept Ho	Not Significant

If the p-value is less than α (0.05), reject the null hypothesis
If the p-value is greater than α (0.05), accept the null hypothesis

Table 11 states the significant difference between the assessments of the two groups of respondents on the leading factors for failing the qualifying examinations among criminology students at Cavite State University - Bacoor Campus in terms of Inadequate Study, Unable to Understand the Subject, Insufficient Review, Previous Failure in Academic Subject and Weak Strategies. The p-value of most variables (Inadequate Study = 0.082, Unable to Understand the Subject = 0.189, Previous Failure in Academic Subject = 0.093 and Weak Strategies = 0.445) are greater than the level of significance of 0.05. This is to accept the null hypothesis. This means that there is no significant difference between the assessments of the two groups of respondents on the leading factors for failing the qualifying examinations among criminology students at Cavite State University - Bacoor Campus in terms of these four variables. These four factors lead to the failing of the qualifying examinations among criminology students at Cavite State University - Bacoor Campus. However, in terms of Insufficient review with a p-value of 0.000, which is less than the level of significance of 0.05, this is to reject the null hypothesis. Insufficient review is not exactly a factor leading to failing the qualifying examinations among criminology students at Cavite State University - Bacoor Campus.

3. Proposed to Address the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University- Bacoor Campus

Table 12

Proposed to Address the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University- Bacoor Campus

Indicators	Student		Faculty		Overall	
	M	VI	M	VI	M	VI
1. Implement Academic Skills Workshops	3.71	HR	3.7	HR	**3.71**	**HR**
2. Enhance Access to Academic Support Services	3.46	R	3.65	HR	**3.5**	**HR**
3. Strengthen Faculty Mentorship Programs	3.47	R	3.7	HR	**3.51**	**HR**
4. Introduce Supplemental Instruction Programs	3.61	HR	3.65	HR	**3.61**	**HR**
5. Promote Student Engagement	3.52	HR	3.6	HR	**3.53**	**HR**
6. Provide Adequate Learning Resources	3.6	HR	3.55	HR	**3.59**	**HR**
7. Foster a Supportive Learning Environment	3.62	HR	3.65	HR	**3.63**	**HR**
8. Offer Mental Health and Wellness Support	3.54	HR	3.7	HR	**3.56**	**HR**
9. Implement Regular Progress Monitoring	3.54	HR	3.6	HR	**3.55**	**HR**
10. Promote Active Learning	3.73	HR	3.7	HR	**3.73**	**HR**
Total	**3.58**	**HR**	**3.65**	**HR**	**3.59**	**HR**

Legend: Verbal Interpretation (V.I.) of the computed weighted mean (M):
3.50 – 4.00 = Highly Recommended (HR) 1.50 – 2.49 = Less Recommended (LR)
2.50 – 3.49 = Recommended (R) 1.00 – 1.49 = Not Recommended (NR)

Table 12 presents the Proposed Address to the Leading Factors for Failing the Qualifying Examinations among Criminology Students at Cavite State University- Bacoor Campus. This is highly recommended, with an overall mean of 3.59. Some groups of respondents say this is highly recommended, with the faculty having a mean of 3.65 and the students having 3.58. All

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indicators are interpreted as highly recommended. These are the following with the mean: “Promote Active Learning” has 3.73; “Implement Academic Skills Workshops” has 3.71; “Foster a Supportive Learning Environment” has 3.63; “Introduce Supplemental Instruction Programs” has 3.61; “Provide Adequate Learning Resources” have 3.59; “Offer Mental Health and Wellness Support” have 3.56; “Implement Regular Progress Monitoring” have 3.55; “Promote Student Engagement” have 3.53; “Strengthen Faculty Mentorship Programs” have 3.51; and, “Enhance Access to Academic Support Services” have 3.5.

Escalona, (2022). In implementing qualifying examinations for criminology students, it is crucial to investigate various factors that influence success and challenges faced by the students. Factors such as home and family influence, student factors, school factors, review center factors, and personal factors play a significant role in the success of students in licensure examinations. Additionally, exploring themes like interest and focus on the program, availability of qualified faculty, lack of preparedness due to work, and personal/social pressures can provide insights into the challenges encountered during exam preparation. Understanding these factors and challenges can help in designing interventions and programs to enhance student's success by addressing specific needs and providing early remediations.

IV.CONCLUSION

The following are the generalizations have been raised by the researcher after the investigation:

1. Insufficient dedication to studying for less than five hours per week or inadequate time management can be a hindrance.
2. There is a lack of clear study goals and objectives, which is a significant issue.
3. The student demonstrates a deficiency in motivation towards grasping the concepts of the subject.
4. The student faces challenges when it comes to recollecting facts or information.
5. Students seldom participate in group study sessions to go over their lessons.
1. 6.There is insufficient accessibility to facilities in the school, which poses a challenge to the student's study endeavors.
6. Insufficient comprehension of the subject matter is evident.
7. Language obstacles may have an effect on academic progress.
8. The act of procrastination involves deliberately delaying or deferring tasks, such as studying or finishing assignments, until the latest possible time. This habit of postponing important obligations can have negative consequences, including heightened stress levels and reduced efficiency.
9. All proposed measures to address the leading factors for failing the qualifying examinations among Criminology Students at Cavite State University-Bacoor Campus are highly recommended.
10. There is no formal policy for Qualifying Examination for Bachelor of Science in Criminology at Cavite State University - Bacoor City Campus.

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