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**IRREGULAR STUDENTS: THEIR ACADEMIC AND
EMPLOYMENT STRUGGLES**

A Thesis Presented to the Faculty of the
College of Criminal Justice Education
Data Center College of the Philippines

In Partial Fulfillment of the Requirements for the Course
Criminological Research II (Thesis Writing and Presentation)

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The Researchers

DEDICATION

We, the researchers of this study, wholeheartedly dedicate this research project to our Alma Mater, Data Center College of the Philippines, Laoag City, for shaping us into the individuals we are today. We also dedicate this work to our classmates, teachers, and friends, whose encouragement and support lifted us up during moments of doubt and difficulty.

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May this study shed light on the realities of being an irregular student and bring awareness to the unique hurdles you overcome daily. We hope that our findings contribute to creating a more inclusive and supportive academic environment where no learner feels left

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ABSTRACT

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February 2025. **IRREGULAR STUDENTS: THEIR ACADEMIC AND EMPLOYMENT STRUGGLES**

Adviser: Dr. Madelyn P. Estrada

This study explored the challenges and coping strategies of criminology graduates from Data Center College of the Philippines in Laoag City, Ilocos Norte, who were irregular students.

It examined the difficulties they encountered both during their studies and after graduation, as well as the strategies they used to overcome these challenges. A total of sixteen criminology graduates participated in the study. Data were gathered through qualitative interviews, and thematic analysis was used to interpret their responses.

Findings revealed that managing time was a major struggle due to inconsistent class schedules, along with financial difficulties and mental stress. Despite these challenges, they applied various coping strategies such as time management, building resilience, and seeking support from family and peers. After graduation, they encountered new challenges, including difficulties in securing employment, meeting social expectations, and adjusting to the demands of their profession. However, through perseverance and resilience, they were able to navigate these obstacles and establish themselves in their respective careers.

The study emphasized the need for academic institutions to provide greater support for irregular students, particularly in managing their schedules, addressing financial concerns, and preparing for employment. These insights contribute to a deeper understanding of the struggles and struggles of irregular criminology students, offering valuable perspectives for both educational institutions and future students facing similar experience.

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CHAPTER 1

THE PROBLEM AND ITS SETTING

Introduction

The field of criminology is the study of crime and various agencies of justice as they operate and react to crime, criminals, and victims. The mission of Criminology Program is to provide the community with professionally competent and morally upright graduates capable of delivering efficient and effective services in crime prevention, detection, investigation, law enforcement, and the rehabilitation of offenders, criminological research, among others (CHED Memorandum Order, Series of 2005, Article 1).

The Bachelor of Science in Criminology (BS Criminology) degree is designed to prepare students for a career in the criminal justice field. This program includes various subjects, such as criminal law, criminological theories, police work, and forensic science. The curriculum aims to equip students with the knowledge and skills necessary to succeed in law enforcement, criminal justice, and criminological research.

An irregular student, as defined by the Revised-UP Code (Art. 337), refers to a student who registered for formal credit but who carries less than full load called for in each semester by the curriculum for which he/she is registered. Irregular students often face several challenges, such as stress, sadness, a lack of financial resources, and difficulty managing time. These students may feel discouraged when they fail to meet academic requirements and are required to retake subjects, which can affect their academic records (Streegan, 2014).

Despite the challenges they face, being an irregular student does not always stem from poor academic performance. Various factors, such as financial constraints, personal

circumstances, health issues, or shifting academic interests, can contribute to their situation. Roque (2017) pointed out there are many reasons such as personal or family responsibilities, work commitments, or health issues. Irregular students also interact with classmates from different academic years that may lead to various challenges.

In the context of criminology, becoming a registered criminologist requires not only earning a BS Criminology degree but also passing the Criminology Licensure Examination provided by the Professional Regulation Commission. This exam is a crucial step in the process of becoming a licensed criminologist, testing candidates on their knowledge of criminal law, criminological theories, and investigative practices. However, irregular students often face difficulties in preparing for the exam due to academic delays and the challenges they encounter throughout their educational journey.

The Commission on Higher Education (CHED) regulates the education system in the Philippines in that it sets the standards for higher education institutions, ensuring that criminology programs meet the necessary requirements for producing qualified criminologists. CHED's policies help shape the structure and delivery of criminology programs in the country, impacting both regular and irregular students (Suarez, Chan, & Obieta, 2018).

The purpose of this research explored the journey of Data Center College of the Philippines (DCCP) criminology graduates who experienced being irregular students and overcame the challenges to achieve success in completing their degree and passing the board examination.

Background of the study

Education plays a key role in the development of any country, and it is to this end

that educational reforms have been tied to economic development in the context of the Philippines. Philippine educational reforms have been shaped not only by its growing population but by its response to the dynamic global demand for talent. The Philippine educational system was shaped by its colonizers, as an independent republic, it realizes its growth potential and meets the challenges to ensure the delivery of excellent tertiary education to its citizens (Suarez, Chan, & Obieta, 2018).

Moreover, higher education will be geared towards the provision of better-quality education, the development of middle and high-level manpower, and the intensification of research and extension services. The main thrust of higher education is to achieve equity, efficiency, and high quality in the institutions of higher learning both public and private, so that together they will provide a complete set of program offerings that meet both national and regional development needs (Batas Pambasa BLG. 232, 1982).

Further, Streegan (2016) stated that a student who is unable to accomplish on taking the subjects in a sequence that are organized in the program curriculum due to different reasons is an irregular student. Some people think that irregular students take their studies for granted and think of it as a non-important matter but people don't really know the reasons behind their situations as irregular students.

According to the study of Scott et al. (2018) shows the diversity within the population of irregular students. They found out that there are broad backgrounds, motivations, and life circumstances of irregular students. From working professionals seeking career advancement to single parents balancing familial responsibilities, each irregular student brings a distinct set of experiences and challenges to their educational journey.

Moreover, Jenkins and Fink (2018) shed light on the systemic and academic barriers experienced by irregular students. These barriers range from rough academic structures that fail to accommodate non-traditional schedules to limited access. Consequently, irregular students often struggle to find a solution to the administrative struggles and institutional biases as they strive to pursue their educational aspirations.

Despite these challenges, the lived experiences of irregular students are characterized by resilience, determination, and a relentless pursuit of academic and personal growth. As Evans and Broido (2019) state many irregular students demonstrate flexibility by widening their wisdom, adjusting to the horizons of their peers and instructors, and taking the risks to boundless opportunities. Furthermore, research by Belcastro and Genest (2018) underscores the transformative potential of education for irregular students, highlighting how it catalyzes personal empowerment, social mobility, and economic independence. After passing the board exam, irregular students often face the task of transitioning from academia to the professional world, a process that involves further adaptation and overcoming new challenges (Hernandez & Lee, 2020). This transition can be difficult, yet research indicates that these students continue to demonstrate resilience as they enter the workforce, contributing meaningfully to their fields and overcoming the obstacles that once defined their academic journey (Johnson & Miller, 2019). Through their perseverance and dedication, irregular students not only defy societal stereotypes and expectations but also carve out a place for themselves within the educational landscape, leaving an incredible mark on academia.

In the Philippines, according to the study of Bobiles (2004), staying in school for more than 10 years taught students the great difference between being a high and grade

school student and from college student. Studying at this highest tertiary level demands active participation, patience, goal orientation, and interest to acquire all the knowledge given by their instructors. Most college students have a hard time coping with their academic problems, especially when they are irregular students who may experience peer discrimination, not well-organized class schedules, a lesser number of units and subjects, and other factors that make them deviate from the regular one. These affect their ways of adjusting emotionally and make some of them gain low results, major exams, and grades. For them to cope with their academic concerns, they should learn how to handle their emotions appropriately about the existing problems they encounter in school.

The Criminology Licensure Examination is an important step for criminology students, and for irregular students, it may present additional challenges. The examination tests candidates on their knowledge of criminal law, criminological theories, and investigative procedures, which are critical for those who wish to pursue a career in the criminal justice system. For irregular students, the licensure exam can be particularly daunting, as they often face additional barriers such as gaps in learning and limited preparation time (Miller & Johnson, 2021). However, research shows that with proper support systems and targeted preparation strategies, even irregular students can overcome these challenges and succeed in passing the licensure exam (Hernandez & Lee, 2020). These findings show how important it is to be resilient and persistent in reaching academic and career goals, especially for those who have taken an irregular path.

Despite the challenges faced by irregular students, there is a gap in research focusing specifically on the experiences of criminology graduates who were once irregular students. While existing studies mention difficulties such as lower instructional

hours and feelings of isolation, there is limited research on the specific strategies these students use to overcome these challenges. This study is important as it aims to fill this gap by examining the challenges faced by these students, the adaptive strategies they employed, and the lessons learned throughout their academic journeys and after exam. By shedding light on these experiences, this research seeks to provide valuable insights into a previously understudied area, ultimately enhancing our understanding of the unique challenges and successes of irregular students in the field of criminology.

The main objectives of this study are to identify the challenges faced by criminology graduates who were irregular students during their college journey and after passing the board exam and to explore the adaptive strategies they used to overcome these challenges. This research also aims to examine the insights gained by these graduates during their time as irregular students, as well as to provide recommendations for current and future irregular students based on the findings. By understanding these experiences, the study seeks to offer valuable lessons and suggestions that can help improve the academic paths of irregular students in criminology.

Statement of the Problem

This study explored the successful journey of Criminology graduates of Data Center College of the Philippines who experienced being an irregular student.

Specifically, it sought answers to the following questions:

1. What are the challenges faced by irregular students during their:
 - 1.1. academic journey; and
 - 1.2. after passing the board exam?
2. What are the adaptive strategies applied to overcome the challenges they faced?

3. What are the lessons they have learned throughout their college journey and after passing the board exam?

Theoretical Framework

This study is grounded in four key theories that provide a strong framework for understanding the experiences of irregular students. These theories offer valuable insights into the challenges they face, their coping mechanisms, and the factors that influence their academic journey. By integrating these perspectives, the study aims to present a comprehensive analysis of the issues surrounding irregular enrollment and its impact on student success.

Self-Worth Theory

The self-worth theory of achievement motivation, proposed by Covington (1984), suggests that a person's ability to achieve is directly linked to their perceptions of themselves.

Irregular students, who may face challenges in traditional educational settings due to factors like academic struggles or personal circumstances, may experience fluctuations in their self-worth. They have encountered barriers to academic success, leading to feelings of inadequacy or low self-esteem. Understanding the self-worth theory can help educators support irregular students by fostering environments that promote positive experiences and emphasize effort and improvement rather than solely focusing on outcomes.

Social Learning Theory

Albert Bandura's Social Learning Theory (1977) is based on the philosophy that individuals can learn through observing and imitating the observable behavior of others.

This theory explains human behavior through observation and imitation.

In the context of irregular students, this theory implies that their behavior may be influenced by observing the behaviors of others, including peers, teachers, and family members. For instance, if irregular students observe negative behaviors being rewarded or not being punished, they may be more likely to engage in similar behaviors themselves. Additionally, irregular students may also learn from positive role models and environments, which can foster positive behaviors and attitudes. Therefore, understanding and applying social learning principles can be crucial in promoting positive behavior and academic success among irregular students by providing appropriate models, reinforcement, and opportunities for learning and growth.

Cognitive-Load Theory

Cognitive Load Theory (CLT), developed by John Sweller (1998), explains how working memory processes information and how to design instructional methods to avoid overloading it. Working memory has a limited capacity, so instructional methods should avoid adding unnecessary activities that do not contribute to learning.

For irregular students, who may have varying levels of attention, comprehension, or learning abilities, educators need to adapt teaching methods to accommodate their needs. This might involve breaking down complex information into smaller chunks, providing additional support or scaffolding, and using multisensory techniques to enhance learning while managing cognitive load. Essentially, it is about recognizing the individual differences among irregular students and tailoring instructional strategies accordingly to optimize their learning.

Conceptual Framework

The researchers used the IPOO model to classify the stages of the process and explain the journey of criminology graduates from the Data Center College of the Philippines of Laoag City who were irregular students.

The IPOO model is a visual representation of the factors involved in a process. It includes the required materials and information, details of the process, and descriptions of the results (Brown & Svenson, 1988). The study used purposive sampling to select criminology graduates who experienced being irregular students. This method ensured that participants had relevant experiences related to the study's objectives.

The input includes the challenges faced by irregular students during college and after passing the board exam, the adaptive strategies they used to overcome these challenges, and the lessons learned by Data Center College of the Philippines Criminology graduates during their college journey and after passing the board exam. The process is the collection and treatment of data, where researchers gather information through in-depth interviews with criminology graduates from 2015 to 2020 who experienced being irregular students, and then analyze these responses to derive meaningful insights. Furthermore, the output of this study is a strategic plan titled "Strategies for Overcoming Challenges of Irregular Students." And the outcome of this study is the development of effective support systems and policies that address the unique challenges faced by irregular students. This could lead to improved academic success rates, enhanced student retention, and better integration of irregular students into the academic community.

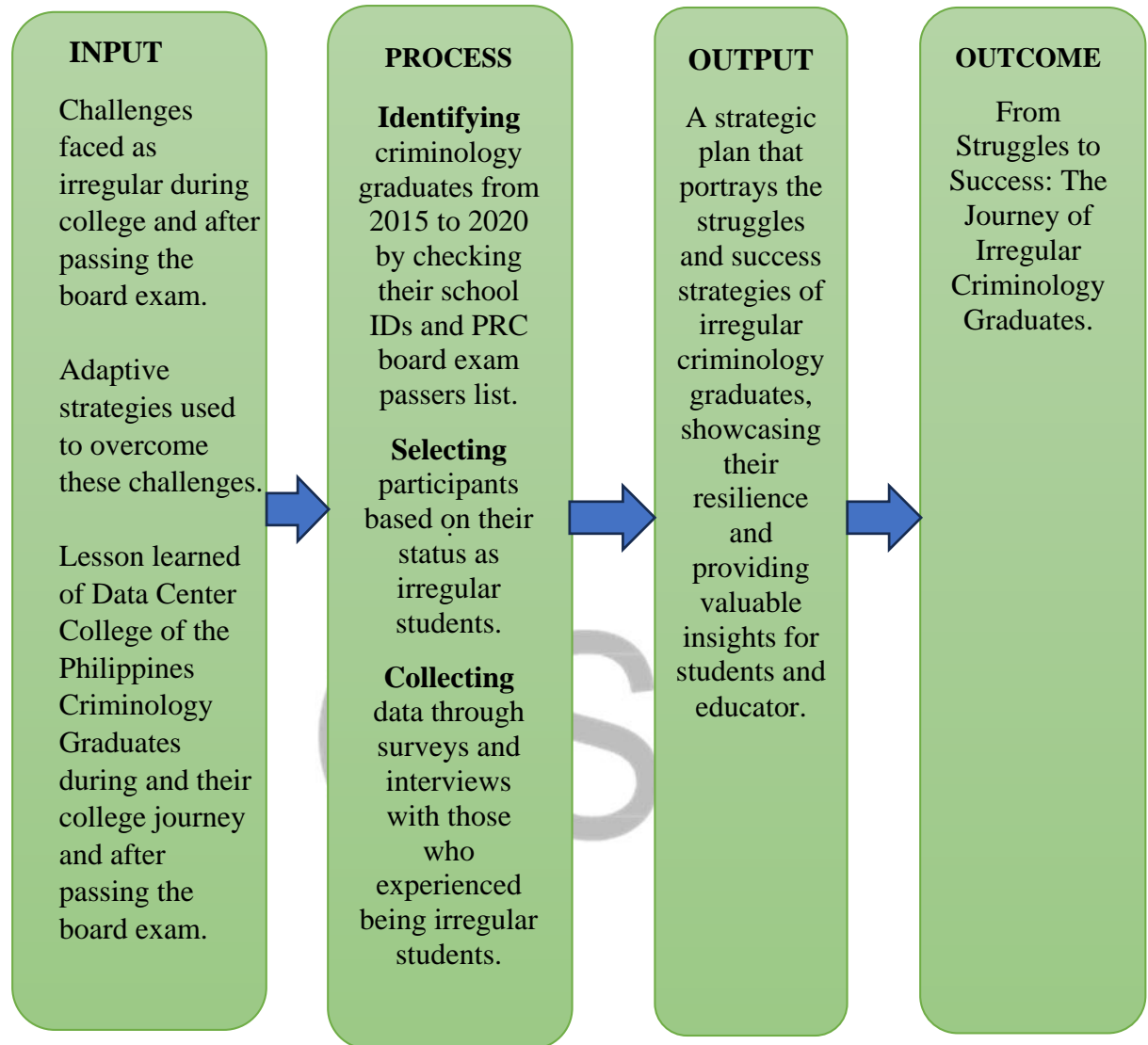


Figure 1.0 Paradigm of the Study

Significance of the Study

The research was conducted with the goal of providing critical information for the expected importance to an individual as follows:

Students. This study would benefit the students by giving them encouragement and demonstrating that obstacles can be overcome by giving them motivation and adaptive strategies in dealing with those challenges.

Educational Institutions. Universities, colleges, and other educational institutions can gain insights into the unique needs and experiences of irregular students, in order to improve student retention and achievement rates, they can create more inclusive policies, programs, and support services.

Criminology Graduates. The criminology graduates can gain insights into effective strategies for overcoming challenges and achieving success in their educational and professional pursuits.

Family. This study would benefit family by giving support to their son/daughter who experiencing irregular student and giving motivational adaptive strategies to overcome of that obstacles.

Future Researchers. Researchers can use this study as a starting point to learn more about what helps struggling students succeed. It gives them ideas for future studies to explore this topic further and develop even more effective strategies to support students.

Researchers. This study would help researchers understand the challenges and strategies that help irregular students succeed. It can also guide future research on how to support these students and improve their success in school and work.

Scope and Delimitations

This study covered the journey of DCCP criminology graduates who experienced being irregular students during their college journey, after passing the board exam, and upon becoming employed. This study also focused on the challenges faced by irregular students during their college journey, the difficulties encountered after passing the board exam, and the adaptive strategies used to overcome these challenges, as well as the lessons learned. The research was limited to individuals who had been irregular students during the school years 2015-2020 and were currently employed. The challenges and experiences of regular students were not explored within this research. The participants were graduates of BS Criminology who had experienced being irregular students at the Data Center College of the Philippines of Laoag City, Inc. This study is conducted in the second semester of S.Y. 2023-2024 and first semester of S. Y. 2024-2025.

Definition of Terms

For clarification, these terms were used in this study and were defined as follows:

Challenges. These are defined as difficulties or obstacles that require effort, skill, or determination to overcome (Smith, 2020).

Criminology board exam. It refers to the examination for those criminology graduates for them to be able to apply in work-related fields.

Criminology graduates. These are the graduates in Bachelor of Science in Criminology program of Data Center College of the Philippines.

Employment. It refers to the state of being engaged in work that is relevant to the criminology field or related areas.

Irregular Student. These irregular students are defined as that student who do

not follow the conventional academic schedule or progression expected in educational institutions.

Profile. The specific criteria used to identify and select participants who will contribute valuable insights into the experiences of criminology graduates.

Strategies. This refers to the process of setting goals and priorities, determining actions to achieve the goals, and mobilizing resources to execute the action.

Success. It refers to the mechanism of irregular students in overcoming obstacles, balancing commitments, completing their degree, and passing the licensure exam to establish themselves in the field.



CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a summary of the related studies and literature relevant to the study of the issue. The purpose of the discussion contained in this chapter is to serve as a framework for the present study to be performed and present similarities and differences with previous studies conducted.

The struggles of irregular students

Arkistanglakwatchera (June 6, 2015), it discusses the challenges faced by students labeled as irregular in their academic journey. The blog post discusses about what we can learn from the study's findings and suggests we should change how we see students' different paths in education. It says we need to give special help to irregular students so they can do well in school.

Additionally, it was found that irregular students face many challenges like feeling lonely, struggling with schoolwork, and not having enough money. But even with these problems, they show they can adapt and find ways to learn outside of traditional school hours. This shows that there are different ways to do well in school, and it's important to help irregular students succeed.

The blog post discusses about what we can learn from the study's findings and suggests we should change how we see students' different paths in education. It says we need to give special help to irregular students so they can do well in school.

College Students Under Pressure

Hansen (2018) stated that as a college student, I constantly find myself stressing

out. Not only do I have to work to support myself while going to school, but I must constantly be aware of how much time I have.

Panic and stress are more of a state of being for college students because it often seems endless. A persistent anxiety arises to the point where we find ourselves sleeping less and eating junk while on the verge of a breakdown. We are constantly under pressure to succeed academically, professionally, and socially. There is too much time spent trying to achieve perfection when all that is desired is just to achieve. Speaking from experience of caving under pressure, I dropped out for a year. I remember the day I decided to quit school.

This study employed a descriptive correlational design and convenience sampling to gather data. The research was conducted with honesty, thoroughness, and adherence to ethical principles. The primary participants in this study were 201 fourth-year Filipino irregular college students enrolled in all programs at Central Luzon State University. To assess the respondents' academic stress and coping mechanisms, two scales were utilized: the academic stress inventory tool and the academic stress coping style inventory. The data were collected through face-to-face and online survey questionnaires, and descriptive statistics and Pearson Moment correlation were utilized for data analysis.

The results of this study revealed that the irregular college students at Central Luzon State University experience moderate stress and good coping mechanisms. Furthermore, using the Pearson r Moment Correlation, it was revealed that the overall academic stress has positive correlation with active emotional coping, active problem coping, passive emotional coping, and passive problem coping. Specifically, it was found that teachers' stress, test stress and peer stress have a positive link on active emotional

coping, active problem coping, passive emotional coping and passive problem coping. While time management stress only has a positive relationship with passive emotional coping and passive problem coping.

Success involves personal learning and development

Leung V. (2024), stated that “I believe successful people are always learning. They stumble, pick themselves up, and try again. They fail quickly, adapt, and improve.” This iterative process eventually leads to success. Even if I fail, I am still better off than those who take no action and remain stagnant within their comfort zones.

He also added that growth mindset is essential for accepting failures, recognizing faults and weaknesses, and then taking action to improve. As I make internal improvements, the external environment also changes, aiding my personal growth and boosting my confidence. If someone never acknowledges their problems or mistakes, they will never improve and will continue to fail. Even if they achieve something by chance, the level of their success will be limited. Remember, life is a continuous journey of learning and improvement. Success can be limitless, and to this day, I continue to push myself to make progress.

Despite also juggling a full-time job with whole day reviews

Summit Express Manila, Philippines (August 16, 2019), according to Christian “Ichan” Arranz ranked Top 9 in the Mining Engineering Board Exams! He had spent 9 years in college and experienced 9 failing grades and drops! The achievement earned him praise from many netizens who admired his determination – and made some people joke that “9” is most certainly his special number. According to Arranz he had been a working student for most of his college life so he could help his parents. But being a working

student meant that he could not focus on his studies as he had to juggle time for work; thus, he would spend 9 years in college. He also dropped out or failed in 9 subjects. During weekdays, he goes to the regular review classes from 9AM to 3PM at the University of the Philippines (UP), his alma mater. But his day does not end there as he then goes to work at Ortigas from 4PM to 8PM. But as if that schedule is not hectic enough, Arranz also works during weekends. From 9AM to 8PM every Saturday and Sunday, he was spending time teaching senior high school students and his regular tutees, helping these young minds understand their lessons and get better grades in hopes of getting into their dream universities. "I thought I could not handle everything. It was tiring, exhausting. At times I was depressed because I did not know if I could still prepare for the exam," Arranz wrote. "But I cannot give up my passion - I really love to teach. I know I can help so many others as much as I can help myself. It is the drive that keeps me going." Despite spending so much time helping others and juggling time to work, Arranz passed the August 2017 Mining Engineering Board Exams with flying colors! He did not just pass, he also ranked ninth with a score of 88.25%.

Magpantay K. (2020, July 21), she stated that "I was an irregular student back then as I enrolled in the 2nd semester of the first academic year, and that made it so hard for me to Cope up with the lessons. Since most of the subjects are prerequisite but the University administration has always been so supportive with all their students and it is one of the reasons why I was able to successfully completed my degree in just 3 and a half years and acquired my professional license in less than a year after graduation. Being a Criminology student at UBLC, I taught to be as smart and fierce as I can be. It became one of the biggest factors why young women like me survived in this foreign country,

and dominated the world of Real Estate industry with confidence and intelligence I acquired as a student of UBLC."

Life as an Irregular Student

Golamco K. (2020), according to Josh a recurring problem that irregular students face is that the load they take every semester is often heavier than regular students' since they are catching up on their classes. So, since then, time management became his friend to excel. And that is true, balancing everything and knowing what to prioritize can be overwhelming at times, but as you get used to it, it can help you be successful in your future endeavors. Adjusting to a new class is one of the prevalent dilemmas that irregular students encounter: Not knowing who to contact when you need help on your subjects, missing reminders often because you are not included in the class group chat, and witnessing the block's bond and inside jokes and not being able to relate and laugh along.

College is not about who is on top and who is not. It is breaking your barriers to explore and create connections that can help you grow not only as a student, but as an individual. Take it from Josh's experience—"I have learned how to compromise and mingle with others. It really takes time for other people to get used to what they have or what they are given..." This shows that taking the time to know how you can fix the problem is better than just letting it be that way and going with the flow. You cannot move forward until you try to get out of that deadly zone.

Josh added that "Don't lose hope if you flunked a subject or two... there's still someone willing to help you get through whatever problems you're having. Try to build connections in your school because it will be a huge help to your college and work life in the future.

Future of an irregular student

Ramiro (2024), stated that “Thinking about my journey as an irregular student struggling with depression and breakdowns to that point in time, I realize how much strength I went into this state that I am now. Struggling with so many setbacks, I remember walking through despair and hopelessness many times struggling with the challenges of academics and financial shard until now. There were not few times when achieving the state where I am now seemed unrealistic and when I wondered if I would reach it at all pero sabi nga nila “Malayo pa pero malayo na,” So for all irregular students out there be strong kaya natin to.

In addition, Yuzon Y.Y. (2020, August 13), according to Llyan admits his college life was not entirely smooth sailing, he was an irregular student. "I was not the best student,". He had a few delayed subjects because he failed some classes. It took him seven years to graduate, which part of him regrets, but he also says the experience allowed him to take his time and really visit construction sites. Fast forward to today, and his channel has become an inspiration for many students to take up architecture in college. It is a known fact that graduating late causes a lot of anxiety among college students, especially when there's financial pressure to start working as soon as possible. While it is important to take accountability (especially when you tell your parents), remember that school systems, especially now, are not perfect. And as proven by a long list of creatives, entrepreneurs, and athletes before you, just because you are not doing well academically does not mean you will not find your footing in the workforce.

Coping strategies among college students

Yikealo D. & Tareke W. (2018), stated that due to the detrimental impact of stress on health, individuals engage in different coping styles to deal with stressors. Coping, is, therefore, defined as an array of conscious behaviors and mental efforts employed to deal with a stressful event or the situation with the aim of minimizing its negative consequence (Lazarus & Folkman, 1984). Coping involves specific cognitive evaluation of whether an individual believes that he or she can handle the stressful situation. Coping can take different forms such emotion-focused coping in which individuals focus on reducing the adverse emotional reaction, and problem focused coping in which the focus is on finding out a practical way of solving stressful situation. (Lazarus & Folkman, 1984).

Ebora M. (August 01, 2023), according to Ayn Bernos some journeys may just be longer than everybody else's. Getting delayed in college is common experience for many students, but there still exists a stigma around those who do not graduate on time. The thing is, being delayed happens for several reasons, and it is not something to be ashamed of. Ayn Bernos stated that "first of all, I didn't even get into my dream schools." Getting delayed as an irregular is not easy journey for any student at any university, and at the same can be, but with challenges also comes growth, which makes it even more worth enduring. "There was such a huge stigma against delayed students, irregular and shifters." Getting delayed should not discourage you from dreams courses, especially if doing so brings you closer to a career path that you are most suited for. For one last advise for college students does not have to be as straightforward as the curriculum or as the traditional we have been taught. College is the best place to learn, explore, and make

mistakes, and if that means taking a little longer than your peers, then so be it! There's a whole world of opportunities that await you if you focus on what is truly important: growth".

Case Study on the Irregularity of Students in School

The study of Kalita P. (2022) focused on the causes of irregularity in schools and the impact of becoming an irregular student on academic performance. The researcher of this study used a qualitative research design. The researcher used interviews and observations to understand why students miss school. They also looked at things like attendance records and students' past grades.

The study found that students often miss school because of money problems or because their friends influence them. This affects how well they do in school. However, when teachers and parents support them, students can do better. By tackling the reasons why students miss school, like financial struggles, students become more positive about school and their friends. When teachers and parents work together, students show up more and do better in their classes.

Caballero A., Delos Santos J., Evangelista A. & Peleo A. (2020), their study discusses the reasons for becoming an irregular student, and to find out how they deal with it. In their study it was stated that students in college have only two types according to the Far Eastern University Official Website (n.d): regular and irregular students. Based on FEU Registrar Services (n.d), regular students are the ones who follow the subject listed based on their assigned curriculum, which observes and maintains its pre-requisites.

The researchers of this study used a qualitative research design to understand a given research problem or topic from the perspective of the given local population it

involves. The researchers used an in-depth interview gathering data from the participants of this study. Additionally, the participants of their study are all irregular students enrolled in Polytechnic University of the Philippines, Sta. Mesa, Manila.

The result of their study was some irregular students may have a family/financial problem that forced them to stop but with eagerness in their heart to pursue college despite all odds, they return to school. additionally, some students experienced failing their subjects due to numbers of absences. Based on the findings of the study, the researchers have drawn conclusions that being a transferee student, having a grade deficiency in a subject, being a working student and returnee student can result you to become an irregular student, the advantage of being an irregular student is they can choose their own class schedule and may have a lot of time for themselves.

Status and the academic self-concept among college students

Deguzman et al. (2023), according to this study it aims to determine the academic self-concept of the students and to test whether there is a significant difference between the academic self-concept of irregular and regular students.

The researchers of this study facilitated a quasi-experimental research design using a purely quantitative approach was used by the researchers to simply collect data and determine if being an irregular has an impact on one's Academic self-concept among regular and irregular students at Our Lady of Fatima University's Valenzuela campus. This study utilized a quasi-experimental research design because it could Identify the impact that an independent variable has on a dependent variable (Bell, 2009). Although this study has the potential to be further improved; however, given the small number of respondents, the data that was gathered from the study was collected from a total of 75

regular and 75 irregular participants;

The results of their study that the academic self-concept of regular students and irregular students both falls under average level. Based on the result study the students with strong academic self-concept showed greater leadership, were less anxious, more popular, collaborative, and diligent in class, and had teachers who had great expectations for their future performance. Students with low academic self-concepts were quiet and introverted. In addition to having weaker reading, spelling, and other educational abilities than their classmates, students with lower self-concepts are also likely to give up more easily when faced with challenging scientific tasks.

Difference from a high school and grade school student

Cayabyab M. (2019), this study determines that Unlike in primary and secondary level, it is imperative for a college student to possess a strong will and determination in achieving goals but most college students are having difficulties in adapting with the environment they're in and sometimes, ends up to a failure in accomplishing the duties and obligations of a college student.

The study used the qualitative research approach where the researchers analyzed the narrative data that were gathered from irregular students who agreed to be part of this study. The narrative research approach was used to study the different experiences of irregular students involved. Through narrative research, the researchers were able to study how the irregular students experience the situation they have and allows tell their stories to the people who will be reading this paper. Moreover, the instrument of their research is interviewing questionnaire to gather the students' responses on experiences as irregular students, specifically the challenges they faced.

The result of their study was found out that most of the students think that they have accountabilities for being irregular and that it has something to do with the decisions the decisions that ended up being irregular students. It was also found out that being an irregular student was proven to be a difficult situation.

Coping strategies in the situation of adaptation of international students

Timchenko N. & Konchetova Y. (2021), according to their study it lies on the importance of understanding scientific data that can enhance the adaptation process of international students pursuing medical education in Russia. They used the theoretical framework of their research is based on the works of R. Lazarus and J. Amirkhan, particularly focusing on coping strategies in stressful situations. To assess the degree of socio-cultural adaptation, a survey was conducted among international students. The questionnaire was developed based on L. V. Yankovsky's test on adaptation to new socio-cultural environments. The repertoire of coping strategies employed by international students was determined using R. Lazarus and S. Folkman's method of analyzing coping methods. The research utilized methods of analysis, synthesis, and generalization to examine the data collected.

Their study identified and described the main socio-psychological adaptation factors influencing the choice of coping strategies among international students. It was observed that the individual's personality structure, including intelligence level, self-esteem, and internal beliefs, significantly influences the adaptation process. Internal resources such as upbringing, moral guidelines, and religious beliefs, along with external social factors like family and friends, play crucial roles in adaptation.

Relationship between academic stress and coping mechanisms among Filipino irregular college students

Dulay T. et al., (2023), according to this study the coping mechanisms are crucial for college students. The previous researchers highlight the significant role of coping strategies in managing and overcoming stress. To address academic stress, students employ various coping techniques. In addition, graduating from college on time has become a significant challenge in today's education system. To finish college, students must overcome the problems and difficulties that they are encountering. This study aims to determine the socio-demographic characteristics of the irregular college students in Central Luzon State University. Also, to determine the levels of academic stress and coping mechanisms as well as their subscales. Lastly, to assess the correlation between the overall and subscales of academic stress and the domains of coping mechanisms.

This study employed a descriptive correlational design and convenience sampling to gather data. The research was conducted with honesty, thoroughness, and adherence to ethical principles. The primary participants in this study were 201 fourth-year Filipino irregular college students enrolled in all programs at Central Luzon State University. To assess the respondents' academic stress and coping mechanisms, two scales were utilized: the academic stress inventory tool and the academic stress coping style inventory. The data were collected through face-to-face and online survey questionnaires, and descriptive statistics and Pearson Moment correlation were utilized for data analysis.

The results of their study revealed that the irregular college students at Central Luzon State University experience moderate stress and good coping mechanisms. Furthermore, using the Pearson r Moment Correlation, it was revealed that the overall

academic stress has positive correlation with active emotional coping, active problem coping, passive emotional coping, and passive problem coping. Specifically, it was found that teachers' stress, test stress and peer stress have a positive link on active emotional coping, active problem coping, passive emotional coping, and passive problem coping.

Academic Stress Coping Mechanisms

Yenti F. et al. (2021), this study stated that based on the existence of students who have not been able to perform behaviors or behaviors to remove, eliminate, and overcome stress in handling learning. Their study aims to: (1) describe the handling of student academic stress in terms of handling emotional stress, and (2) describe the handling of academic stress in terms of handling academic stress in man Padang City.

Their type of research is descriptive research. The study population was 1,966 students with a sample of 301 students with Proportional Random Sampling. The instrument used was a questionnaire. Their data analysis technique is the percentage. The results showed that: (1) handling of students' academic stress in terms of handling academic stress was high, and (2) handling of students' academic stress in terms of handling focused problems was high.

College Student's Stressors and Coping Techniques

Paler et al. (n.d.), stated that college students are experiencing immense pressure which are concerned with earning good grades, too many projects, homework and incoming exams, time constraints and maintaining good relationship with teachers. The fact that some students are living away from their parents causes more stress in such cases (Hicks & Heastie, 2008). Problems on how to manage their allowance is an additional baggage. College students must face the responsibility of balancing academics

and social life (Chien, 2015). Aside from all these problems encountered at college, the relationship between family and friends also is a source of stress for them (Gupchup, Borrego & Konduri, 2004).

Their study involved a qualitative type of research method utilizing an in-depth interview exploring the different stressor and coping strategies of college students. Five (5) College Students from Mindanao State University- Iligan Institute of Technology, aged between 18-21 years old with good mental health status were the participants of the study. In conducting their study, the researchers made use of a guided questionnaire with three open- ended questions to elicit information on stressors and coping techniques of the research participants.

The results of their study Is there were three male and two female participants aged 18-21 years old with a grade point average ranging from 1.3 to 2.2. Most of them are living away from home and were given a monthly allowance ranging from 3,000-5,500 pesos. College students have the pressured to perform well in academics and should adjust on the fact that they're living away from home. Moreover, they are socializing to new kind of environment and people. Thus, these stressors experienced by college students results in conflicts, frustration, mental pressures and changes (Hamaideh, 2011). Students in college constantly undergo different stressors that stem from varying sources. They control and reduce stress with strategies such as social support, self-motivation, and religious activities. The researchers conclude that college student with good mental health have positive coping techniques in relieving stress.

Academic Problems of Irregular Students Related to the Use of Time

Hamui A. et al., (2012), this study uses a time to carried out to learn about the

academic performance of medical students and the duration of their activities. To identify associations between academic problems and the condition of being an irregular student (re-attendants to courses due to a failure mark).

They used descriptive and comparative study. A questionnaire with 103 closed questions was designed. All the undergraduate students of the Faculty of Medicine, UNAM, were invited to answer the questionnaire in a self-administered and anonymous way between October and December 2008. Contingency tables were constructed and measures of association were calculated to determine if being or not an irregular student is related to the time devoted to different daily activities. The association was found between being or not a regular student and seeking for additional printed or electronic textbooks, looking for assistance to organize their time, and having difficulties in understanding medical texts or in performing clinical procedures. Irregular students were unsure to finish their careers and, compared to regular students, enjoyed less their academic activities.

Re-attendants had poor cognitive and technical skills as well as logistic problems that hindered a solution to their low academic performance and lack of motivation. Irregular students need advice in areas such as reading comprehension, time management and academic incentive.

Challenges faced by irregular students are some irregular students may have a family/financial problem that forced them to stop but with eagerness in their heart to pursue college despite all odds, they return to school, most of the students think that they have accountabilities for being irregular and that it has something to do with the decisions the decisions that ended up being irregular.

Additionally, the of result stress, studying in groups and self-inflicted stress only have positively correlated with active problem coping, passive emotional coping and passive problem coping. While time management stress only has a positive relationship with passive emotional coping and passive problem coping. According to the related studies, students were found practicing more positive stress coping strategies than negative ones. The commonly practiced positive stress coping mechanism by many of the students are sleeping and taking enough rest, chatting with friends, sharing the problem with parents, friends or teachers: prayer, watching movies and entertaining comedies.

To conclude, challenges faced by irregular students are some irregular students may have a family/financial problem that forced them to stop but with eagerness in their heart to pursue college despite all odds, they return to school, most of the students think that they have accountabilities for being irregular and that it has something to do with the decisions the decisions that ended up being irregular students. It was also found out that being an irregular student was proven to be a difficult situation

Biography of a Struggling Student

Perler S. (2021), according to Seth, he stated that you probably won't be surprised to learn that I was the struggling student that I work to help nowadays. Yep, I was "that kid." Kindergarten was fine, but here are some rave reviews quoted directly from my 1st-grade report cards: "Slow worker. Very easily distracted. Loves school. Wants to be helpful. Very short attention span and never really gets into his work. Exhibits a very deep feeling and enjoyment. He loves stories. If I could only get him stimulated, I know he would do well. He is a very thoughtful child. I think he is much brighter than he lets on and my hope is that as he matures and his short attention span increases, he will show

greater academic progress.” Even in first grade, I could not fit in the proverbial box, and it only got worse in later grades. The same sort of comments appeared: “Lazy. Unmotivated. Not living up to his potential. Daydreams. Needs to work harder. Does not try his best. Does not pay attention. Needs to focus. If he would just apply himself, he would be okay.” Well, here is the message I internalized:

I am not okay, I am somehow broken, there is something wrong with me. I am a lazy failure. I cannot do it, nobody seems to see my effort, so I am not enough. Why even try? Of course, I had strengths, but they were not noted or built upon enough through traditional schooling, and I needed tools & insights that simply were not available back then. So, I struggled, a lot. I felt like a “lazy failure” and felt a great deal of shame. Sadly, I learned to dislike me.

Falling behind: The Different Path of Irregular Student

Dear Third (May 06, 2024), according to Third, Irregular Students are those who might miss a lot of school, struggle with their work, or take longer to finish their studies. They might have reasons like health issues, family problems, or just finding it hard to keep up.

Everyone learns at their own speed, and taking time to recharge or adjust can help in the long run. Everyone deserves a chance to succeed, no matter what path they take.

Find yourself feeling like you are falling behind, just remember this: there’s no one-size-fits-all approach to success. Your journey may be unconventional, but that is what makes it yours. Embrace obstacle you overcome is a testament to your resilience and determination. You are building character like no body’s business.

In the end, being an irregular student does not mean being a failure. It means

facing challenges head-on and finding your own way to success. So, if you are an irregular student, keep going. Your journey might be different, but it is still worth it.

The Life Experiences of Being an Irregular Student

Panay Sr. D. (May 23,2024), he stated, education is one of the important things that people can avail. In the path of education, the side of irregular students shows a unique and one-of-a-kind pathway in the world of academia. Irregular students defined as non-traditional students that do not follow the typical academic path. Their experiences offer wide insights especially in their challenges, triumphs, and resilience towards pursuing the non-traditional academic pathway.

Method the research is a qualitative research phenomenological theory knowing the life experience of being an irregular student. Intensive research on their life, experience, and how accurate learning for them. Criminology level 3 of Polytechnic College of La Union is our target on our study, Data and analysis using interview on the student.

Impact of BS Criminology Education on Graduates' Professional Competence and Employability

Dr. Hapibin J. Camal (2023, pp. 4-7), this study aims to investigate the impact of BS Criminology education on graduates' professional competence and employability in the context of Basilan Province. By delving into the experiences and perspectives of graduates, the research seeks to gain valuable insights into how the program has shaped their abilities and facilitated their integration into the workforce it also highlights the multifaceted nature of professional competence required in the field of criminology.

This qualitative research study employed an exploratory design to investigate the impact of BS Criminology education on graduates' professional competence and employability in Basilan Province. The study involved in-depth interviews with a purposive sample of BS Criminology graduates and employers in the province. The sample was select based on criteria such as the number of years since graduation, work experience in the field of criminology, and diverse employment settings. Semi-structured interviews were conducted to gather rich and detailed information about graduates' perceptions of their educational experiences, the skills they have acquired, and their employability in the local job market.

In conclusion, through in-depth interviews with BS Criminology graduates and employers, the study provided valuable insights into the effectiveness of the program and the factors influencing graduates' competence and employability. The findings revealed that the BS Criminology program in Basilan Province effectively develops graduates' knowledge and practical skills necessary for professional competence in the field of criminology. Graduates expressed satisfaction with the curriculum, emphasizing the acquisition of foundational knowledge and the importance of practical training components.

Trend Analysis in Criminologist Licensure Examination Performance

Alcoran et al., (December 2024), passing the licensure examination, which is administered by the Professional Regulation Commission (PRC), is one of the biggest accomplishments of all board program graduates here in the Philippines. By demonstrating their skill in these exams, graduates can not only promote their

qualifications to potential employers but also build the framework for attaining fulfilling and gratifying careers in criminology-related fields (Case., et al, 2021).

This study employed a retrospective research design, analyzing existing archival data from the College of Criminology at Misamis University, Ozamiz City, covering the years 2020-2024. Archival data, previously collected for administrative or research purposes, was used to identify trends and patterns.

The study concludes that focused interventions, such as enhanced exam preparation and support systems, significantly contributed to the improved performance of first-time examinees and the national passing rate. The alignment of high first-timer success rates with the overall upward trend in national passing percentages indicates that systemic. Additionally, the presence of repeaters significantly impacts the overall passing rate, suggesting that their prior experience enhances their success. However, consistent performance in periods with fewer repeaters highlights the importance of maintaining high preparation standards for first-time takers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter reveals the methods of research to be employed by the researcher in conducting the study, which included the research design, population of the study, the research instrument and its development, establishing its validity and reliability, and data gathering procedures.

Research Method and Design

The researchers used a qualitative research method. Qualitative research is defined as a method of inquiry that focuses on understanding human experiences and social phenomena through non-numerical data collection. (Creswell, 2014; Denzin & Lincoln, 2011)

Moreover, this study employed a phenomenological research design to explore the challenges faced by the criminology graduates who experienced being an irregular student, particularly during the interview, in their adaptive strategies to overcome those challenges that they encountered, and realizations throughout their journey.

Specifically, phenomenological research emphasizes exploring how people perceived and interpret their experiences. (Moustakas, 1994; Creswell, 2013).

Population and Locale of the Study

The participants of this study were sixteen graduates of the Bachelor of Science in Criminology from Data Center College of the Philippines, Laoag City, Inc., from Ilocos Norte who experienced being irregular students from the school years 2015-2020.

Despite their irregular status, they successfully passed the Criminology Licensure Examination and are currently employed in various criminology-related fields across different parts of Ilocos Norte.

Data Gathering Tool

The data gathering tools used in this study included an interview guide. The qualitative interview guide was designed to explore the experiences of irregular criminology students. Participants answered the questionnaire, and their responses were documented in written form. The interview guide focused on the challenges they encountered as irregular students, the strategies they applied to overcome these challenges, their strategies for preparing for the board exam, and the lessons they learned throughout their academic journey and employment.

To ensure the validity and reliability of the data gathering tools, the researchers conducted a pilot test with a group of respondents. The purpose of the pilot test was to assess the clarity, relevance, and effectiveness of the questions, as well as to identify any potential issues that might arise during data collection. After the pilot test, feedback and observations were analyzed, and necessary revisions were made to refine the tools. The final version of the checklist and interview guide was reviewed and approved by the research adviser before full implementation, ensuring that the instruments effectively captured the intended data.

Data Gathering Procedure

In conducting of this study, the researchers made a request letter to the school registrar to get the list of graduates from 2015-2020. After getting the list of graduates,

the researchers based from the id number of the graduates to identify their participants. Moreover, there were 52 criminology graduates who were identified for they experienced being irregular students. Thereafter, the researchers verified those 52 graduates in the Professional Regulation Commission if they passed the board exam. Only 16 respondents were select to be involved in the study based from the criteria set by the researchers. Furthermore, the researchers prepared a letter and a qualitative interview guide that was checked by the research adviser. After approval, the researchers gave the letter to the participants and asked for their approval as well as their most convenient time. After this, an interview was conducted personally. At this point, the confidentiality of the data to be gathered was discussed. The researchers analyzed and interpreted the gathered data with the support of related studies, literature, and theories.

Treatment of Data

The study utilized a thematic study to explore the journey of DCCP criminology graduate who experienced being an irregular student in achieving success. Utilizing thematic analysis, the researchers systematically organized and interpreted quantitative and qualitative data to identify the journey of the participants. This method involved multiple readings of transcripts, ensuring a comprehensive understanding of the participant's experiences. The analysis aimed to highlight both challenges encountered and the adoptive strategies to cope up with the challenges, providing insights into how these irregular criminology student leads to successful journey.

Ethical Considerations

In order to protect participants from harm, the researchers created an informed consent form as part of the study's conduct. The consent copy was distributed to each

participant by the researchers. The participants were informed that taking part in the study was entirely voluntary, and at any point during the interview, they had the authority and right to decline to answer any questions.

Regarding confidentiality, the researchers ensured that the personal information and responses of the participants, were kept confidential and properly archived.

The researchers also applied anonymization techniques by not indicating personal names in the transcripts of the study. Respecting these ethical considerations fostered a safe and trusting research environment, encouraging participants to share their experiences honestly and openly, ultimately contributing to the advancement of knowledge in the field of criminology education.



CHAPTER IV

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This chapter presents the results of a qualitative study that uses thematic analysis to explore the educational journeys of Criminology graduates from Data Center College of the Philippines (DCCP), focusing on those who were previously irregular students. The study aims to understand the unique challenges and triumphs these graduates encountered during their college years and after passing the board exam. Through thematic analysis, key patterns and themes are identified, providing a nuanced understanding of their pathways to success. By examining these experiences, the study offers insights into the strategies and factors that contributed to their successful educational journey and professional outcomes.

Challenges encountered by the irregular students on their academic journey

Criminology graduates who experienced being an irregular student encountered numerous challenges on their academic journey, including struggle in managing time, financial problem, and mental and emotional struggle. These challenges can significantly impact their overall educational experience. The following shows the themes on the challenges on their academic journey.

Time Management

Time management is a significant problem that arises when individuals struggle to allocate their time effectively, leading to inefficiencies and stress. Poor time management results in missed deadlines, increased anxiety, and a feeling of being overwhelmed by tasks (Britton and Tesser, 1991).

In this study, time management is defined as the struggle to effectively balance time between various responsibilities, as stated by participants.

According to Participant 1, who took 5 years to graduate and now a policeman:

“Kurang iti oras”

(Lack of time)

According to Participant 2, who took 6 years to graduate and now a Jail officer:

***“time management, kasi nu irregular
student ka saba- sabali subject mo ken
schedule”***

(Time management, because irregular students have different subjects and schedules.)

According to Participant 4, who took 5 years to graduate and now a policeman:

“nariyat ti panagbalanse iti time”

(It is hard to balance your time)

According to Participant 8, who took 5 years to graduate and now a security guard:

***“Bassit ti oras umakar mapan new
building mapan old bldg.”***

(Short Time Frame to move from New Building to Old Building)

According to Participant 9, who took 6 years to graduate and now a policeman:

***“Time management para iti
agtrabtrabaho nga estudyante”***

(Time management for working student)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

***“Para kaniak, dagiti challenges a na-
encounter ko kas irregular nga
estudyante ket ti "oras" ken "kuarta.”***

(For me, the challenges that I encountered as irregular student is the "time" And "money")

According to Participant 12, who took 5 years to graduate and now a policeman:

“pinagmanage ti oras”

(Managing time)

According to Participant 16, who took 5 years to graduate and now a policeman:

“ket oras a pinaguray”

(Time to wait)

Time management poses a significant struggle for graduates of Data Center College of the Philippines who experienced being an irregular student. The frequently shifting class schedules introduce a considerable challenge, leading to confusion and heightened stress as students attempt to juggle multiple subjects with constantly changing deadlines and commitments. This instability in their academic timetable makes it difficult to establish consistent study habits and routines. As a result, irregular students often find

themselves in a reactive mode, constantly trying to catch up and adapt to the latest schedule changes, rather than proactively managing their time and workload. The lack of a stable structure can lead to feelings of being overwhelmed, difficulty prioritizing tasks, and increased procrastination, ultimately hindering their academic progress and overall well-being. Addressing this time management struggle is crucial for educators and institutions aiming to provide effective support and resources for irregular students, helping them develop the skills and strategies needed to navigate the complexities of their academic journey and succeed despite these challenges.

A relevant study is “The Influence of Emotional Awareness on Time Perception: Evidence from Event-Related Potentials”. This research investigates how emotional awareness impacts individuals’ perception of time, revealing that heightened emotional awareness can lead to significant alterations in temporal judgments. The study emphasizes the interplay between emotional stimuli and time perception, contributing to a deeper understanding of temporal distortions in various emotional contexts (Jia Ma et al., 2021).

Burden of Financial Instability

The burden of financial instability refers to the challenges and pressures individuals or entities face due to unpredictable financial circumstances, which can hinder their ability to maintain economic stability and pursue opportunities (Common Fund, 2024). This refers to the financial stress and need for financial support that participants face in sustaining their education and daily needs.

According to Participant 3, who took 5 years to graduate and now a security guard:

“kurang ti suporta ti pinansyal”

(Lack of financial support)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

***“Ken ti kuarta, imbes a makatulong iti
pamilya, mabalin nga isu ka pay ti
pasakit para kadakuada”***

(Money instead of being helpful to your family you are one of burdens for them)

According to Participant 14, who took 7 years to graduate and now a policeman:

***“Pagsapulan ti kwarta ket maysa pay
nga problema a maka-apekto iti adal
ko.”***

(Sourcing money is another problem that affects my studies)

Financial instability presents a substantial burden, leading to psychological and economic stress due to insufficient resources for meeting obligations, which intensifies into financial strain characterized by anxiety over daily expenses and debts, negatively impacting productivity, and decision-making. Financial stress, the tension from financial uncertainty and the fear of lacking funds for essential needs, encompasses concerns about bill payments, savings, and debt management. Its impacts extend to mental and physical well-being, with higher financial worries linked to psychological distress and potential relationship difficulties. Factors contributing to this stress include unpaid debts,

unemployment, economic challenges, increased financial responsibilities, unexpected expenses, lack of savings, and retirement worries. Certain demographics, like unmarried individuals, the unemployed, lower-income households, and women, are disproportionately affected, highlighting the complex interplay between financial stability, socioeconomic factors, and overall well-being.

The statements highlight the profound impact of financial support on education and family dynamics, particularly in communities facing economic challenges. A lack of financial resources can hinder students' ability to access education, leading to increased dropout rates and mental health issues due to stress. Additionally, while money is often seen as a means of support, it can also create burdens within families, causing conflicts and perpetuating cycles of poverty. Students may find themselves distracted by the need to secure funds, which directly affects their academic performance and limits their opportunities for personal and professional growth.

A relevant study on the burden of financial instability among irregular students titled "Financial Stress and Well-being of Filipino Students: The Moderating Role of External Locus of Hope" a qualitative examination highlighting how financial stress significantly impacts academic performance and social life. It found that many students struggle to meet basic needs, with 45% experiencing food insecurity and 17% homelessness. Financial stress correlates with poorer mental health outcomes, leading to academic challenges, such as avoiding classes due to the inability to afford materials, and feelings of isolation compared to wealthier peers. The study emphasizes the need for financial support systems in educational institutions to alleviate these burden (Reyes, R. M., Tabuga, A. D., Asis, R. S., & Mondez, J. (2015).

Mental and Emotional Struggle

Mental and emotional struggle encompasses significant challenges in managing thoughts, feelings, and behaviors that can lead to distress and impaired functioning (Turnbull, 1998). It can also be defined as the personal stress experienced by participants due to financial difficulties and their emotional impact.

According to Participant 5, who took 5 years to graduate and now a policewoman:

“disappointed nak bagik”

(I am disappointed to myself)

According to Participant 6, who took 6 years to graduate and now an employee in Banna Municipal Hall:

***“nargrigat nga awaten dagiti Law
nga Subjects”***

(It's hard to understand Law subjects)

According to Participant 10, who took 5 years to graduate and now a fire officer:

***“mas napressure ka kasi aghabhabol
ka ken kayat mo aggradwar iti on
time”***

(The pressure is high because you try to catch up or graduate on time)

According to Participant 15, who took 5 years to graduate and now a fire officer:

***“challenging, kas maysa nga agadal
a nakapsot panagadal”***

(Challenging for me as a slow learner)

Mental and emotional struggle is a significant problem that emerged as one of the problem by the participants, it is characterized by a combination of self-disappointment, difficulty in understanding complex subjects like law, and the pressure from both external expectations and personal aspirations. Students often experience feelings of inadequacy when they fail to meet their own or others' academic standards, which can lead to heightened anxiety and a decline in motivation.

It is a complex emotional landscape experienced by the participants, revealing feelings of disappointment, difficulty in grasping legal concepts, pressure to graduate on time, and the overall rigor of legal education. Students often grapple with high expectations and the challenging nature of law subjects, which can lead to frustration and a sense of inadequacy. The pressure to complete their degree within a specific timeframe adds to their stress, as many juggle academic responsibilities with personal obligations. Despite these challenges, students can foster resilience and growth by seeking support from peers and professors, developing effective time management strategies, forming study groups, and practicing mindfulness techniques to manage anxiety. Understanding and addressing these dynamics is essential for creating a supportive academic environment.

A relevant study on mental and emotional struggle, titled "Association between mental health and academic performance" by Matsumoto et al. (2023) analyzed 1,823 Japanese undergraduates over four years. It found that impaired mental health in the first semester significantly predicted lower academic performance, with a hazard ratio of 1.62 for those with mental health issues. This association remained significant even after adjusting for lifestyle behaviors, underscoring the importance of mental health support in

educational settings. Another study by Suvitha et al. (2023) also highlighted the negative impact of mental health issues on academic performance among adolescents

Challenges of the irregular student after passing the board exam

Graduating as an irregular student in criminology brings forth a distinct set of challenges, even after passing the board exam. These graduates often grapple with gaps in their education, difficulties in adapting to the demands of the professional world, and the need to build confidence in their skills and knowledge.

Immediate Employment

Immediate employment is defined as job positions that need to be filled quickly, allowing candidates to start working almost immediately. This concept poses challenges for organizations, as the urgency can lead to hasty hiring decisions, potentially resulting in poor job fits (Davis et al., 1996).

In this study, immediate employment is defined as the challenge of securing a job after graduation, including difficulties in working, perceptions about employment, and struggles in the job application process, as stated by participants.

According to Participant 1, who took 5 years to graduate and now a policeman:

***“maysa djay frustration a pinagapply
makapatrauma”***

(The frustration of applying, trust me its traumatizing)

According to Participant 2, who took 6 years to graduate and now a Jail officer:

“Ag-apply para iti trabaho”

(Applying for a job)

According to Participant 4, who took 5 years to graduate and now a policeman:

***“agsapol ti pagubraam ken saan mo
laeng nga pagdependeandagiti
nagannak mo.”***

(Find a job and no longer depend to your parents)

According to Participant 6, who took 6 years to graduate and now an employee in
Banna Municipal Hall:

“Nagrigat unay ag-apply”

(Very hard to apply)

According to Participant 7, who took 5 years to graduate and now a policeman:

“agsapul iti pagubraan”

(Finding Job)

According to Participant 8, who took 5 years to graduate and now a security
guard:

***“awan met la supposed a recruitment isu
nga Inpanunot ko idi damo nga awan ti
trabaho”***

(No available supposed recruitment so I initially thought I'd be unemployed)

According to Participant 11, who took 7 years to graduate and now a manager of
his own business:

“Aga-apply para iti naurnos a trabaho”

(Applying for stable Job)

According to Participant 13, who took 5 years to graduate and now a fire officer:

***“ti panag-ammo nga awan para kaniak
ti tri-bureaus wenno in-service”***

(Yung alam mo sa sarili mo na Hindi para sayo Ang tri bureaus or in service)

According to Participant 15, who took 5 years to graduate and now a fire officer:

“Pagsapulan ti kwarta.”

(Source of income)

Immediate employment is one of the key themes arrived as a problem by the participants. This includes finding work can be an incredibly challenging experience, often marked by significant difficulties in applying for jobs, which can include navigating complex application processes and feeling overwhelmed by the competitive job market. This struggle frequently leads to a loss of hope, as repeated rejections or a lack of responses diminish motivation and self-esteem, creating a sense of despair about one's employability.

The statements highlight significant barriers to employment in the Philippines, particularly focusing on frustrations experienced by the participants. Many individuals express feelings of trauma and difficulty in applying for jobs due to a lack of opportunities and inadequate recruitment processes. Statements reveal a reliance on parental support and societal pressures, emphasizing the struggle to secure stable employment amidst high competition and limited job availability. These sentiments reflect broader systemic issues, including gender norms and economic constraints, which hinder effective participation in the labor market, for women.

A relevant study titled “The Impact of Non-Traditional Education on Employment Outcomes” by Thompson and Johnson (2017) explored how non-traditional or irregular

students (those who take extended time to complete their degrees or attend part-time) often struggle with underemployment. They tend to face a lower likelihood of securing full-time, permanent roles, and if they do gain employment, they may earn lower wages compared to their peers with traditional academic trajectories. This can be due to perceptions of decreased commitment or the lack of continuous, specialized training.

Social Expectation

Social expectations are the unwritten rules and norms that dictate acceptable behaviors within a community, shaping individual's actions and societal interactions. These expectations can lead to social pressure and conformity, often marginalizing those who do not fit established norms, which can result in mental health issues and perpetuate inequalities (UNICEF, 2021).

In this study, social expectations are defined as the pressure from society, family, and peers to succeed immediately after passing the board exam, leading to stress and self-doubt. The codes perceptions, difficulty in job application, financial problems, employment difficulties, and personal stress are supported by the statements of participants.

According to Participant 3, who took 5 years to graduate and now a security guard:

*“Adu a tattao nga iti amo da
nu kalpasan ti panagpasa mo iti board
exam, police officer kan”*

(Everyone thought that just after you passed the board exam you are already a police officer)

According to Participant 5, who took 5 years to graduate and now a policewoman:

***“tun makasrek ka serbisyo mapressure
ka”***

(Pressured to enter the service)

According to Participant 9, who took 6 years to graduate and now a policeman:

“kwarta pinagbasa”

(Financial)

According to Participant 10, who took 5 years to graduate and now a fire officer:

***“Ti pisikal ken mental a pagkapoy
mabalin a makaapekto iti produktibidad
ken emosyonal a estado”***

(Physical and Mental fatigue can affect productivity and emotional state)

According to Participant 12, who took 5 years to graduate and now a policeman:

“istress ta mabainak kadagiti pamilyak”

(Stress because I am ashamed to my family)

According to Participant 14, who took 7 years to graduate and now a policeman:

“problema ti pamilya.”

(Family Problem)

According to Participant 16, who took 5 years to graduate and now a policeman:

***“Di nagbagsak nak two times di first
time ko mabagsak I feel down”***

(I failed twice. When I failed at the first time, I felt so down)

Social expectation is one of the problems by participants after passing the board exam. This includes the following: the experience of work pressure, characterized by feelings of being overwhelmed by job demands that exceed an individual's capabilities, leading to emotional exhaustion.

The statements highlight the significant social expectation faced by individuals, particularly in high-pressure environments like preparing for board exams or pursuing careers in public service. Phrases such as "*Adu a tattao nga iti amo da nu kalpasan ti panagpasa mo iti board exam, polis officer kan*" and "*tun makasrek ka serbisyo ket ma pressure ka*" illustrate the societal and familial pressures to succeed, which can lead to anxiety and stress. The emotional toll of failure is evident in statements like "*Di nagbagsak nak two times di first time ko mabagsak I feel down,*" reflecting feelings of inadequacy that can arise from setbacks. Additionally, the relationship between physical and mental fatigue, as noted in "*Ti pisikal ken mental a pagkapoy mabalin a makaapekto iti produktibidad ken emosyonal a estado,*" underscores how constant pressure can lead to burnout and emotional distress. This stress often impacts family dynamics, as seen in "*istress ta mabainak kadagiti pamilyak,*" suggesting that coping with these burdens requires not only individual resilience but also supportive family environments that prioritize mental health alongside achievement.

A relevant study on social expectations is titled "The Psychological Impact of Social Expectations on Women's Personal Choices" by Kamyab, F., & Hoseinzadeh, A. (2023). This qualitative research involved interviews with 30 women, revealing how societal beauty standards and gender roles significantly influence their self-esteem, career choices, and mental health. Participants reported stress and anxiety due to pressure to

conform to social norms, highlighting the profound effects of social expectations on women's identities and decision-making processes. The findings underscore the need for societal changes to promote gender equity and empower women.

Strategies used by the irregular student in their college journey

Navigating college is a unique experience that demands both hard work and smart planning. Students use various strategies to tackle challenges, improve their learning, and reach their goals. From managing their time effectively to seeking support from peers and resources, these approaches are key to their success in higher education.

Time Awareness

Time awareness, as defined by refers to the conscious recognition of the passage of time and its impact on decision-making and task management. This awareness serves as a strategy to combat poor time management by enabling individuals to prioritize tasks effectively, allocate time wisely, and reduce procrastination (Kahn, 2020).

In this study, time awareness is defined as the ability to manage time effectively while balancing multiple responsibilities. The codes effective time management skills are supported by the statements of participants.

According to Participant 2, who took 6 years to graduate and now a Jail officer:

*“nagaramid nak ti time management
plan ko”*

(I did time management planning)

According to Participant 12, who took 5 years to graduate and now a policeman:

***“Aglaan iti oras tapno mareviewm dagiti
naipatumal mo”***

(Take time to review what you've accomplished and identify any challenges at the end of each week)

According to Participant 14, who took 7 years to graduate and now a policeman:

“Panang-manihar ti oras”

(Time Management)

Time awareness is one of the strategies used by the participants to overcome the struggle in managing time. This includes maintaining organized schedules and lists, delegating responsibilities when appropriate, and regularly monitoring progress to assess task completion and make necessary adjustments to plans. Time awareness is crucial for achieving both personal and professional goals, and it begins with setting clear priorities and objectives. Start by assessing how you currently spend your time to identify areas for improvement, then create a detailed task list, ranking tasks by urgency and importance. Schedule specific time blocks for each task, incorporating breaks and allowing flexibility for unexpected events. Regularly reviewing and adjusting your plan ensures that you stay focused, boost productivity, and reduce stress, ultimately leading to a more organized and fulfilling life.

A relevant study on time awareness as a coping mechanism is titled “The Influence of Emotional Awareness on Time Perception: Evidence From Event-Related Potentials.” This research investigates how emotional awareness affects individuals’ perception of time, particularly under varying emotional conditions. The study reveals that emotional arousal significantly influences time perception, with higher emotional

arousal leading to greater overestimation of time duration. Participants with high emotional awareness exhibited larger time overestimations in positive emotional contexts compared to those with lower awareness. This suggests that emotional awareness can serve as a coping mechanism by altering how individuals perceive and manage time during emotionally charged situations. The neural mechanisms involved were assessed through event-related potentials (ERPs), showing that emotional awareness impacts the cognitive processing of time, especially in positive emotional states.

Balancing Work and Study

Balancing work and study involves effectively managing time and responsibilities to meet both academic and professional commitments (Ayadurai, 2018).

In this study, balancing work and study is defined as the experience of juggling part-time jobs and night shifts while pursuing education. Participants shared how working part-time and taking night shifts affected their studies.

According to Participant 3, who took 5 years to graduate and now a security guard:

“Nagtrabahoak ken nu ada man part-time serekak latta idi”

(I applied in work and if there is available time I will have a part-time job)

According to Participant 8, who took 5 years to graduate and now a security guard:

“makisarita nak kadagiti instructor ko about daytoy kasok, kase simrek nak

*pagubraan habang agbasbasa nak, ken
dimawat nak 15 minutos a oras tapno
makaabot iti klase”*

(I talked to my instructors about my situation to extend 15 minutes to attend their class because I applied in work as a working student)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

*“I-encourage mo ti bagim a
mangipakita ti responsabilidad kadagiti
goal mo, iso nga nagubra nak idi tapnu
ada mausar ko nga pagbasak”*

(You should encourage yourself to be responsible to your goals, so i worked to sustain my financial needs for my education)

According to Participant 14, who took 7 years to graduate and now a policeman:

*“Panang-manihar ti oras, ta simrek nak
ti trabaho idi iti konstraksyon ta
agproblema nak ti pinansiyal.”*

(To manage time, because i worked in construction while studying)

Balancing work and study emerged as a strategy to overcome the challenge of burden of financial instability by the participants. This includes the following: part-time employment, active in education while fulfilling job commitments. The students opt to work while studying due to financial needs to support their daily needs and academic

expenses. In addition, working whilst studying aims to improve themselves and seek real-world job experiences for the future.

According to Goldrick-Rab (2016) some students might have to work full-time and do multiple jobs to cover the expenses of their studies. Additionally, the reasons why students choose to work while studying are due to increasing study cost, decreasing scholarship, and low family incomes. These situations have resulted in an increasing number of students to do part-time employment and encourage the students who are willing to continue their studies to higher education to take out loans (Metcalf, 2003; Watts & Pickering, 2000).

Building Resilience

Resilience is defined as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. It encompasses the ability to harness resources to sustain well-being, emphasizing that resilience is a dynamic process rather than a fixed trait (Panter-Brick, 2014).

In this study, building resilience is defined as the ability to endure challenges, particularly those related to working night shifts. Participants described how night shifts tested their patience, strength, and ability to adapt.

According to Participant 1, who took 5 years to graduate and now a policeman:

"patibkerem lang iti pakinakem ken

haan ka mawanan iti namnama"

(Strengthen your conviction and do not lose hope)

According to Participant 5, who took 5 years to graduate and now a policewoman:

“acceptance lang”

(acceptance only)

According to Participant 6, who took 6 years to graduate and now an employee in Banna Municipal Hall:

***“magfocus kadagiti leksion ken tunggal
konsepto”***

(Focus on lesson and every concept)

According to Participant 7, who took 5 years to graduate and now a policeman:

“agpursigi ken kinatibker ti panunot”

(Perseverance and strengthen your mind)

According to Participant 9, who took 6 years to graduate and now a policeman:

“agsakripisyo ka”

(You need to sacrifice)

According to Participant 10, who took 5 years to graduate and now a fire officer:

***“I-prioritize dagiti trabaho tapno
maipanamnama nga mapagtalinaed ti
akademiko ken personal a gunguna.
Ammuem nga mabalin nga agbalin a
nawaya ti dalanmo ken fokusam ti
panggep a makatapos.”***

(Prioritize tasks to ensure that both academic and personal priorities are maintained. Know that your path can become smoother if you stay focused on your goal of graduating)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

“I-encourage mo ti bagim a mangipakita ti responsabilidad kadagiti goal mo”

(Encourage yourself to be responsible in your goals)

According to Participant 13, who took 5 years to graduate and now a fire officer:

“mag-focus iti goal ko nga makapasa iti board exam”

(Focus on your goals to pass the board exam)

According to Participant 15, who took 5 years to graduate and now a fire officer:

“review la”

(You need to review)

According to Participant 16, who took 5 years to graduate and now a policeman:

“In overcome ko the way Ag review”

(I overcome the way how I review)

Building resilience emerged as one of the strategies used by participants to overcome the challenge of anxiety in academic life. This can be achieved by encouraging students to accept their unique educational circumstances and foster a positive mindset that promotes perseverance. Implementing structured study plans that prioritize academic goals and incorporate effective review methods can enhance their learning experience. building resilience as a strategy for managing academic anxiety can significantly enhance a student’s ability to cope with stress in their academic life. Techniques such as time

management, where tasks are prioritized and broken into smaller, manageable parts, can alleviate feelings of being overwhelmed and foster a sense of accomplishment as each step is completed. Incorporating relaxation techniques like deep breathing and mindfulness can help calm nerves before exams or presentations, allowing students to focus better. Additionally, fostering a positive mindset through self-affirmation and celebrating achievements can reinforce confidence, making it easier to approach academic challenges head-on rather than avoiding them. By implementing these strategies, students can create a supportive framework that not only mitigates anxiety but also promotes overall academic success.

A relevant study on building resilience in education is titled “Resilience: Theoretical Framework and Implications for School,” by Masten (2018) which explores how schools can enhance students’ resilience through protective factors, particularly the teacher-student relationship. It emphasizes that a supportive school environment can empower students to manage adversities effectively, promoting emotional well-being and academic performance. Additionally, the study highlights the necessity of whole-school programs to foster resilience among all students, not just those at high risk. This approach can create a safe space for learning and personal growth.

Strategies used by the participants after passing the board exam

Participants in this study engaged in various strategies aimed at optimizing their newly acquired qualifications, securing employment opportunities, pursuing further education, or embarking on entrepreneurial endeavors.

Pursuing Goals

Pursuing goals is a strategic process where individuals develop action plans to overcome challenges and achieve desired outcomes (Locke et al., 1981). In this study, pursuing goals is defined as the commitment to trusting the process, staying focused, and consistently reviewing. Participants expressed their determination by trusting the process, staying committed, and maintaining focus on their studies.

According to Participant 2, who took 6 years to graduate and now a Jail officer:

***“being flexible, Haan nga agtutok laeng
iti maysa nga trabaho”***

(Being flexible, do not focus on one work)

According to Participant 3, who took 5 years to graduate and now a security guard:

“jak nagun uni, nagpursigi nak latta”

(I didn't talk, I pursued)

According to Participant 4, who took 5 years to graduate and now a policeman:

***“dapat agkararag ka kinanayun ken
agananus ka makastrek kanto latta ti
trabaho”***

(Always pray and have patience there will be a time for you to have work)

According to Participant 5, who took 5 years to graduate and now a policewoman:

***“agtalinaed lang a positibo ken
realistic”***

(Stay positive and be realistic)

According to Participant 6, who took 6 years to graduate and now an employee in Banna Municipal Hall:

***“Kasapulan ti panaguray ken pagtalkan
iti proseso.”***

(Patience to wait and trust the process)

According to Participant 7, who took 5 years to graduate and now a policeman:

***“nangitandudo iti bukod ko a negosio
nga naggapo iti rigat”***

(I made my own business)

According to Participant 9, who took 6 years to graduate and now a policeman:

“pagrigatak ken pinagdeterminar”

(Lack of determination)

According to Participant 10, who took 5 years to graduate and now a fire officer:

***“Panangipatarus ti oras ken
panagtalinaed a motibasyon”***

(To use your time wisely and always stay motivated)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

***“Ipatpatuloy ti panang-focus iti goal mo
ken agpanunot iti positibo iti amin a
tiempo”***

(Continue on focusing on your goals and stay positive)

According to Participant 12, who took 5 years to graduate and now a policeman:

***“sapat a turog mo tapnon maka focus
ka nga nasayaat”***

(Enough sleep and just focus)

According to Participant 13, who took 5 years to graduate and now a fire officer:

***“nakarigrigat idi ta pinag apply ken
pressure lang ngem intutuloy ko”***

(It is very difficult to apply and I’m pressured but I still pursued it)

According to Participant 14, who took 7 years to graduate and now a policeman:

***“nagtutuloyak latta nga nagsarak iti
trabaho, anus lang”***

(Patience in finding work)

According to Participant 16, who took 5 years to graduate and now a policeman:

***“jak naawawanan namnama, ti inubrak
nag churchnak tapno malaganan ti
riknak ken intry ko ulit”***

(I did not lose hope, what I did is I attend church to lessen heavy feelings then I tried again)

Breaking through barriers emerged as a strategy used by the participants to overcome the challenge in barriers to employment. It emphasizes patience in recognizing

that significant achievements require time, alongside positive thinking to foster resilience and problem-solving. Trusting the process is crucial, as it instills confidence in the methods employed, while hard work and determination drive individuals to persist despite obstacles. It illustrates the essential strategies for overcoming the barriers to employment, emphasizing the importance of flexibility, patience, and persistent goal pursuit. Being adaptable allows individuals to explore various job opportunities rather than fixating on a single option, which can enhance employability. Patience and perseverance are crucial, as maintaining a positive and realistic outlook while continuously striving toward one's goals helps individuals navigate challenges. Additionally, seeking support through community or spiritual practices can provide emotional stability and motivation during difficult times. Together, these strategies foster resilience, empowering job seekers to effectively overcome obstacles in their employment journey.

A relevant study titled "Overcoming employment barriers" by Huber (2019) it reveals a multifaceted approach tailored to various populations facing unique challenges. For instance, visually impaired individuals benefit from public education initiatives, early career awareness programs, and specialized training in job-related skills and technology. Homeless populations see success through transitional job programs, supported employment, and customized training that provide ongoing support. Additionally, older migrants often require community organizing efforts that address age and ethnic discrimination while promoting skill matching and advocacy. Overall, effective strategies emphasize the importance of targeted interventions and sustained community support to enhance access to employment opportunities for diverse groups.

Essence of Hard Work

The essence of hard work can be defined as the persistent effort and dedication required to achieve success, often highlighting the importance of resilience in overcoming obstacles. This concept is articulated in various contexts, emphasizing that success is not merely a product of talent but of sustained effort and commitment (Madkour, 2016). In this study, essence of hard work is defined as the perseverance of working students in striving for academic and career success. Participants described their experiences as working students and the effort they put into achieving their goals.

According to Participant 1, who took 5 years to graduate and now a policeman:

*“Agtrabahoak manen iti dua nga
tawen”*

(By working again for 2 years)

According to Participant 8, who took 5 years to graduate and now a security guard:

*“Nagtrabahoak kas Shift in Charge
/Guard iti Sigasig (Security Guard
Agency)”*

(Landed as a Shift in Charge/Guard with Sigasig(Security Guard Agency)

According to Participant 15, who took 5 years to graduate and now a fire officer:

*“nagtrabaho ak iti rabii kas barangay
police ken iti aldaw nagtrabaho ak kas
service crew iti McDonald's”*

(At that time I worked at night as a Brgy Police and during daytime I worked as a service crew at McDonalds)

Essence of hard work is one of the strategies used by the participants, helping them overcome academic challenges. The participants overcame financial problem through hard work and other participant also supports that he/she work to overcome financial problem. The participants work experiences reflect a diverse skill set and a strong commitment to both community safety and customer service. Having served as a Shift in Charge/Guard at Sigasig Security Agency, they demonstrated leadership and responsibility in managing security operations. Additionally, their role as a barangay police at night highlights their dedication to ensuring community safety and collaboration with local authorities. Complementing these roles, their daytime position as a service crew member at McDonald's showcases their ability to thrive in fast-paced environments while delivering excellent customer service. Overall, these experiences illustrate a versatile professional capable of adapting to various roles and responsibilities.

A relevant study on the essence of hard work can be found in the essay "Hard Work as the Key of Success." by Edu Birdie (2022) this work emphasizes that hard work transcends mere physical or mental effort; it embodies an ethos that drives individuals toward their goals and aspirations. The essay discusses how dedication and perseverance are crucial in achieving success, suggesting that hard work is foundational to personal and professional achievements.

Lessons learned during their college journey and after passing the board exam

The college experience is a transformative journey that extends far beyond academic achievement. For many participants, it serves as a crucible for personal growth,

resilience, and self-discovery. Throughout this period, students encounter diverse perspectives, forge lasting friendships, and navigate challenges that shape their character and values. From mastering time management and embracing responsibility to developing critical thinking skills and cultivating a sense of community, the lessons learned during these formative years lay the groundwork for future success and lifelong learning. As they reflect on their experiences, participants recognize that each challenge faced and every triumph celebrated has contributed to their unique story, preparing them for the complexities of the world beyond the classroom.

Commitment to Aspirations

Commitment to aspirations is defined as the unwavering dedication to long-term goals, where individuals invest time, effort, and resources to achieve these objectives. This concept emphasizes the importance of perseverance and accountability in transforming aspirations into actionable plans (Sherwood, 1989).

In this study, commitment to aspirations is defined as the dedication to consistency, goal-setting, and continuous effort in studying and personal growth. The codes consistency, focusing on goals, studying well, giving your best, and continuing toward goals are supported by the statements of participants.

According to Participant 2, who took 6 years to graduate and now a Jail officer:

“panang-plano ti dagiti goals mo”

(Managing time and planning your goals)

According to Participant 3, who took 5 years to graduate and now a security guard:

***“Kasapulan nga agtutok ka iti dagiti
arapaap mo”***

(You have to focus on your dreams)

According to Participant 4, who took 5 years to graduate and now a policeman:

***“Agadal ka a nasayaat tapno saan ka a
mabagsak ti subject mo”***

(Study well so that you cannot failed your subject and focus your studies.)

According to Participant 5, who took 5 years to graduate and now a policewoman:

***“Haan ka nga agbuteng a mangala ti
oportunidad.”***

(Don't be afraid to take chances)

According to Participant 7, who took 5 years to graduate and now a policeman:

***“Mangpormaka iti bukodmo a dalan
nga agturong iti balligi”***

(You create your own way to success)

According to Participant 9, who took 6 years to graduate and now a policeman:

***“ited mo amin nga best mo kadgita amin
a subject mo”***

(Give your best to pass all your subjects)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

“panang-focus iti adal mo”

(Focus on your study)

According to Participant 12, who took 5 years to graduate and now a policeman:

“embrace mo iti pinagbalbaliw”

(Embrace changes)

According to Participant 13, who took 5 years to graduate and now a fire officer:

***“Ditoy ko naawat ti kasapulan panag-
focus, ken uray nakatrabaho ak idia
review center”***

(I understand that we need to focus, even while still working at the review center)

According to Participant 14, who took 7 years to graduate and now a policeman:

***“Sagrado ti biag, fokus kadagiti kayat
mong aramiden”***

(Life is Sacred, focus on what will you like to become)

According to Participant 15, who took 5 years to graduate and now a fire officer:

***“agtultuloyak ti kursong ito ken ituloy
ko ti pangarap ko ken ti pangarap ti
pamilya ko.”***

(I will finish this course and pursue my dream and my family's dream)

According to Participant 16, who took 5 years to graduate and now a policeman:

***“imbes agballog nak haan, agreview nak
tapno adu maala quiz or exam”***

(Instead of procrastinating, I reviewed so I could perform well in quizzes and exams)

Commitment to Aspirations emerged as a key theme identified by the participants in the lessons learned throughout their college journey. This theme emphasizes the importance of consistently striving to put forth their best effort and cultivating self-determination to achieve their goals. Participants recognized that maintaining a high standard of performance not only enhances their academic experience but also prepares them for future challenges. The lesson they learned about the commitment to excellence not only prepare them for successful careers but also equip them with essential life skills that will serve them well in any future endeavors.

A related study by Ivo Selvia Agusti, Putra & Hastuti (2022) titled “Commitment, Motivation, and Involvement of Students in Online Learning” explores how student commitment impacts academic performance. It found that commitment significantly enhances academic outcomes, particularly in remote learning environments during the pandemic. The study indicates that students who exhibit a strong commitment to their studies are more likely to engage effectively in online learning, leading to improved performance metrics.

Self -Realization

Self-realization is defined as the fulfillment by oneself of the possibilities of one’s character or personality, emphasizing personal growth and self-awareness (Merriam-Webster, 2024). In this study, self-realization is defined as the process of perseverance, commitment to excellence, problem-solving, and continuous self-improvement. Participants shared how their experiences helped them grow, overcome difficulties, and push forward despite struggles.

According to Participant 1, who took 5 years to graduate and now a policeman:

***“nakaimportante nu nalpas mo nagbasa
iti mas nasapa”***

(That finishing your studies as early as possible is very important)

According to Participant 2, who took 6 years to graduate and now a Jail officer:

***“Ti panagkonsistente ken haan nga
malipatan ti panang-aplikar kadagiti
basico nga fundasyon iti amin a naadal
mo”***

(Consistency on how you apply the basic foundation that you’ve learned)

According to Participant 6, who took 6 years to graduate and now an employee in

Banna Municipal Hall:

***“Nagrigat ti agbalin meysa a irregular
estudyante ta haan ka nga makagradwar
iti on time”***

(Being an Irregular student is hard because you can’t graduate on time)

According to Participant 8, who took 5 years to graduate and now a security
guard:

***“Possible nga matungpal daytoy, ngem
kasapulan ti panawen”***

(It’s possible to finish it just takes time, irregular students have more freedom
since they can pick the course they can take)

According to Participant 10, who took 5 years to graduate and now a fire officer:

***“Ti panagbalin a irregular nga
estudyante ket saan a nalaka”***

(Being an irregular student is not easy)

According to Participant 11, who took 7 years to graduate and now a manager of his own business:

***“Saan nga agsardeng iti panang-
suportar iti pangarap wenno goal iti
biag.”***

(Do not stop to support your dreams and goals of your life)

According to Participant 12, who took 5 years to graduate and now a policeman:

***“dimo sayangen ti oras nu malpas ka
makapasa board exam”***

(Do not waste your time when you pass the board exam)

According to Participant 13, who took 5 years to graduate and now a fire officer:

***“Saan nga ipalubos nga awan ti inadal
nga uray iti maysa nga aldaw. Basa latta
tapno maliklikan ti cramming.”***

(To avoid cramming, make sure to study consistently)

According to Participant 15, who took 5 years to graduate and now a fire officer:

***“ngem ti pinaka-importante, nakapasa
ak.”***

(The very important is I passed the exam)

Self-realization arrived as one of the key themes in the lesson learned by participants after passing the board exam. This involves actively interpreting past experiences to enhance one's identity and purpose, while avoiding time-wasting distractions. The importance of passing through challenges is crucial, as overcoming obstacles fosters resilience and deeper self-insight. The insights drawn from the quotes emphasize the vital lessons of resilience, persistence, effective time management, consistent learning, and the importance of a strong foundation in personal realizations. Understanding that applying for uniformed services is challenging prepares individuals to embrace obstacles as part of their journey, while unwavering support for one's dreams fosters motivation and focus. Effective time management and consistent study habits are crucial for success in significant exams, preventing last-minute cramming and enhancing retention. Celebrating achievements, no matter how small, reinforces positive behavior and encourages continued effort.

A relevant study on the self-realizations of irregular students after passing board exams is titled "The Lived Experiences of Retakers of the Licensure Examination for Teachers." by Binayao & Dales (2020). This research highlights how retakers face emotional setbacks, such as disappointment and self-doubt, but eventually develop determination and resilience. Participants reported significant personal growth through their struggles, emphasizing the importance of support systems and effective study environments in overcoming challenges. Their journey illustrates how repeated failures can lead to enhanced self-efficacy and motivation, ultimately resulting in success after multiple attempts.

Academic Diligence

Academic diligence is defined as the ability to work assiduously on tasks that are beneficial in the long run, despite their tedious nature in the moment (Galla et al., 2014). It emphasizes the importance of regular review and focused study to enhance long-term retention of knowledge (Rosenshine, 2012).

In this study, academic diligence is defined as the dedication to academic excellence and overcoming challenges. Participants emphasized the importance of commit to excellence, solution to problems, and working hard to achieve academic success.

According to Participant 1, who took 5 years to graduate and now a policeman:

*“uray nu nalaing ka wenno saan, basta
naanus ka agreview, makapasa kanto
latta.”*

(No matter if you are intelligent or not, just be patient and review, you can still pass)

According to Participant 4, who took 5 years to graduate and now a policeman:

“dapat focus ka nu agreview ka”

(During review you must have to focus)

According to Participant 7, who took 5 years to graduate and now a policeman:

*“saan nga amin nga isuroda iti board
review-mo ket kasapulan,
mangipamaysa kadagiti nasken ken
kangrunaan a leksion”*

(Not everything they teach on your board review is needed, just focus on the essentials and basic lessons)

According to Participant 8, who took 5 years to graduate and now a security guard:

*“basaem nga nalaing ta dagiti adda iti
reviewer”*

(Read carefully those present in the reviewer)

According to Participant 16, who took 5 years to graduate and now a policeman:

*“focus kayo uray Ana a review center
adda Kenya tayo detah no kayat tayo
pumasa”*

(You must focus no matter what review center we have it's up to us if we want to pass)

Academic diligence emerged as a key theme in the lesson learned by the participants. This includes the following: Patience in reviewing, Focus in reviewing, Review lessons, Study at the lesson well Focus on review. It highlights the essential lessons for participants preparing for examinations. They emphasize that perseverance is key to success, suggesting that consistent effort to review can lead to passing regardless of initial skill levels. Maintaining focus during study sessions is crucial, as distractions can impede learning and retention. Additionally, prioritizing essential concepts over less critical information allows participants to streamline their study process effectively. Lastly, adopting active reading strategies enhances comprehension and retention of

material. Together, these lessons encourage a proactive and strategic approach to board review, fostering a mindset geared toward success.

A related literature titled “The Importance of Reviewing What You Learned and How To Review” by Briones (2016) he stated that reviewing lessons is a must. When you review, you are bringing it back to your attention and making the connections in your brain stronger. You are starting to make the transition from short term memory into long term memory. The more times you review, the easier it is for you to recall the information, and the information is becoming more long term. Additionally, when a lot of time has passed and you haven’t reviewed, you can’t even find the path anymore so the information is lost. A path that isn’t walked on eventually goes away, but reviewing ensures that the path will still be there. Every time you review the information it is like walking the path and keeping it clear so it can never be lost.

Strength in Faith

Strength in faith is the profound trust or confidence in a higher power, often characterized by the ability to surrender to a divine will and purpose (Fowler, 1981). Additionally, strength in faith is the degree to which individuals exhibit resilient reliance on their beliefs and values when facing challenges.

According to Participant 3, who took 5 years to graduate and now a security guard:

***“ipalubos ti Dios ti panakadelay ti plano
mo tapno adda mas dakdakkal ken
nasayaat a plano para kenka”***

(God allows the delay of your plans for bigger and better plans)

According to Participant 5, who took 5 years to graduate and now a policewoman:

***“agtulnog ka iti bagim. Pagtalekam
dagiti plano ti Dios”***

(You must obey yourself and trust God’s plan)

According to Participant 9, who took 6 years to graduate and now a policeman:

***“agkararag ka lang ken agdawat ka
pinagyaman iti nagannak mo”***

(Just pray and extend thank you to your parents)

According to Participant 10, who took 5 years to graduate and now a fire officer:

***“ti diyos ket agtungpal kadagiti kararag
mo”***

(God will answer your prayers)

According to Participant 14, who took 7 years to graduate and now a policeman:

***“Ti Dios ket agtungpal kadagiti Kararagmo
no patiem isu iti amin a panawen.”***

(God will answer your prayers if you have faith in Him)

Strength in faith arrived as one of the key themes in the lesson learned by participants after passing the board exam. This includes bigger plans of god, Faith in god, self-trust, Prayer, Trust in god. It emphasizes the significance of strength in faith and the importance of patience and trust in God's timing. They suggest that delays in our personal plans may serve a greater purpose, encouraging us to align our aspirations with divine will while also trusting ourselves. The call to prayer and gratitude highlights the power of seeking guidance and acknowledging our roots, particularly our parents. Ultimately, these

messages teach that embracing faith, patience, and self-trust can lead to a more fulfilling life, reminding us that challenges and delays may ultimately pave the way for greater blessings and opportunities.

A relevant study on strength in faith is presented in the article "Trust in God: an evaluative review of the literature and research proposal," which explores the psychological construct of Trust in God (TIG). This research highlights how faith involves cognitive and affective dimensions, where individuals believe that God cares for their best interests and is involved in worldly affairs. The study suggests that TIG can enhance mental well-being and is linked to positive outcomes in interpersonal relationships, emphasizing the importance of faith in fostering resilience and coping mechanisms during challenging times (Joshua N. Hook 2021).



STRATEGIC PLAN: FROM COLLEGE STRUGGLES TO CAREER SUCCESS

**STRATEGIC PLAN: FROM COLLEGE STRUGGLES TO CAREER
SUCCESS**

Rationale

The strategic plan, “From College Journey to Career Success” is designed to bridge the gap between academic experiences and professional achievements, particularly

for irregular students. By focusing on the journey of criminology graduates from Data Center College of the Philippines (DCCP) who have successfully transitioned into employment, this plan aims to enhance career readiness and success for students facing similar challenges.

Objectives

The objectives of the strategic is to develop and implement effective strategies that help irregular students to overcome their unique challenges, ensuring they achieve academic success and transition smoothly into successful careers in criminology. This plan aims to address the specific needs of irregular students, providing them with the necessary support and resources to excel both academically and professionally.

Strategy

It included implementing initiatives that supported irregular students throughout their college experience. This involve offering academic support services such as flexible course scheduling, tutoring, and counseling to help manage academic challenge. Additionally, mentorship programs where establish to provide guidance and encouragement from peers and faculty members. The plan also included workshop on time management, study skills, and stress reduction to help irregular student balance their academic responsibilities effectively. These strategies aimed to enhance academic success and prepare students for a smoother transition into their future careers.

Table 2: STRATEGIC PLAN FROM COLLEGE STRUGGLES TO CAREER SUCCESS (Matrix)

OBJECTIVES	ACTIVITIES	STRATEGIES	PERSONS INVOLVED	BUDGETARY ALLOCATION
<p>To educate individual to enhance their skills in overcoming their academic and personal challenges.</p>	<p>“INFORMATIVE VIDEO PRESENTATION” It aims to enhance academic success and prepare student for a smoother transition into their future careers.</p>	<p>This video presentation will be posted through social media.</p>	<p>Students.</p>	<p>A minimum of 100 pesos.</p>
<p>Teach budgeting skills and highlight importance of financial planning.</p>	<p>“FINANCIAL LITERACY PROGRAM” Provide participants fictional income and expenses.</p>	<p>Encourage them to enroll in literacy program such as in a way to be more efficient in the components that is necessary for them to master their comprehensive.</p>	<p>Students.</p>	<p>It depends in the course fee.</p>

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CHAPTER V SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provides a summary of the investigation undertaken, the conclusions drawn and the given recommendations forwarded based on the findings.

Summary of the Findings

This study explored the challenges faced by irregular criminology students, their coping strategies, and the lessons they learned throughout their academic and employment journey. The researchers asked participants about their experiences as irregular students, both during their studies and after graduation.

One of the main factors that influenced students to become irregular was *Academic Struggles*. Many participants faced difficulties in keeping up with their homework, which resulted in delays in completing their degree. Another key factor was *Financial Challenges*, as some students had to balance studying while working to support themselves. Participants also encountered *Time Management Difficulties*, as irregular students often had unpredictable class schedules. Additionally, some experienced *Social Struggles*, such as feeling isolated from their peers because they were not part of a fixed batch or class.

Despite these challenges, irregular students find ways to cope and employ various strategies. *Time Awareness* helped them prioritize tasks and improve productivity, allowing them to balance their studies with other responsibilities. *Balancing Work and Study* was crucial for those facing financial constraints, as they sought flexible work arrangements while keeping up with academic requirements. *Building Resilience* enabled students to persist through challenges, maintain a positive mindset, and develop strategies

to manage stress effectively. These approaches played a significant role in helping them navigate their academic journey and prepare for future employment.

When asked about the lessons they learned from their experiences, participants emphasized the importance of *Resilience and Determination*. They realized that being an irregular student did not define their future success, but rather how they adapted to challenges and continued striving towards their goals.

Conclusions

Based on the findings, it can be seen that irregular students experience various difficulties that impact their academic and professional journey. However, these challenges serve as opportunities for growth.

Irregular students often struggle with academic delays, financial issues, and time management, but they learn to overcome these through balancing work and study, building resilience, and managing their time more effectively. These strategies play an important role in helping them succeed in both their studies and future employment.

The experiences of the graduates who were once irregular students show that these challenges do not define their success. Instead, their resilience, determination, and ability to adapt to difficulties contributed to their achievements. They learned that perseverance and effective coping mechanisms were key to overcoming the struggles they faced. Their journey proves that with the right mindset and strategies, irregular students can achieve their goals and inspire others facing similar challenges.

Recommendations

Based on the findings and conclusions, the following are recommended:

- **To Educational Institutions** are encouraged to provide support programs such as

academic counseling, mental health services, and mentorship for irregular students. These programs will help them cope with academic difficulties, financial struggles, and personal challenges. Schools can implement this by setting up student support offices, training staff to assist irregular students, and making resources easily accessible.

- **To Students** they are encouraged to take initiative in seeking help and staying engaged in their education. They should communicate with teachers and counselors, manage their time effectively, and participate in school activities to stay motivated. Schools can help by raising awareness of support services, encouraging peer mentoring, and creating programs that promote student involvement.
- **To Parents** they can support irregular students by fostering open communication and addressing underlying issues. Start by discussing with your child why they miss school whether due to anxiety, bullying, or health concerns and collaborate to find solutions.
- **To Community** they support irregular students by fostering inclusion and collaboration. Establish mentorship programs where peers or local volunteers guide students academically and socially, helping them feel connected and supported.

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APPENDICES

APPENDIX "A" LETTER TO THE RESPONDENTS



Data Center College of the Philippines
College of Criminal Justice Education
Brgy 1 San Lorenzo, Laoag City, Ilocos Norte



September 26, 2024

Dear Participant,

Greetings, ma'am/sir! The researchers hope that this letter finds you well.

The researchers, fourth year Criminology students are currently working on Criminological Research entitled "Irregular Students to A Successful Journey". This study aims to explore the successful journeys of criminology graduates who were irregular students at Data Center College of the Philippines. This study seeks understanding of the experiences and accomplishments of irregular students within the realm of criminology education.

With sincere appreciation, the researchers respectfully request your voluntary participation by answering the questions attached to this letter to attain the objective of this study. Furthermore, rest assured that the privacy of your identity and the confidentiality of all the data that will be gathered are paramount in this study.

Your participation in this study is greatly appreciated. Thank you for considering this invitation, and we hope to hear from you soon.

Respectfully,


NACARIO, NICKLEOUZ CHARLES A.


GAOIRAN, EXIAN



ANCHETA, DOMILINE


IBANEZ, PAUL RENIEL


BOLD, DEMORAH S.


MATEO, FREDIMHAR

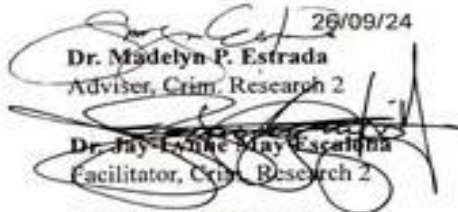

CRUZ, KRISTINE NICOLE

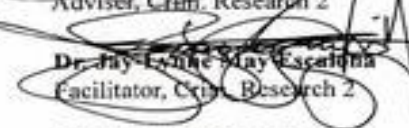

RESURRECCION, ARIES


ESMEDES, KRISTEL MAE

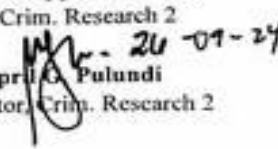

SAG, MARK JASPER

Noted by:


26/09/24
Dr. Madelyn P. Estrada
Adviser, Crim. Research 2


Dr. Jay-Lynne May Escudina
Facilitator, Crim. Research 2


Prof. Princess Apple Mamuad
Facilitator, Crim. Research 2


20-09-24
Prof. Rey April G. Pulundi
Facilitator, Crim. Research 2

INFORMED CONSENT:

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I understand that my participation is entirely voluntary and that I am free to withdraw at any time without penalty or loss of benefits to which I am otherwise entitled.

Signature

APPENDIX "B"

SAMPLE LETTER TO THE COLLEGE REGISTRAR



Data Center College of the Philippines of Laoag City, Inc.
College of Criminal Justice Education
Brgy. 1 San Lorenzo, Laoag City, Ilocos Norte



August 28, 2024

MRS. CHERRY JOY M. TADEO
College Registrar, DCCP
Laoag City

Good day, Ma'am!

We, the researchers of BS Criminology enrolled in the course Criminological Research 2, is conducting a tracer study entitled: **"Irregular Student to Successful Journey"**. The primary objective of this study is to explore the successful journey of criminology graduates who experienced to be an irregular student during their academic years.


In relation, we humbly request the total number and list of names of all criminology graduates of this institution from the year 2015 to 2020. As the mentioned request will help the researchers to determine the actual number of participants who will be participating in the said study.

Furthermore, we are looking forward for your favorable response regarding to this matter. Rest assured that all data that will be provided will be treated with outmost confidentiality. We understand the nature of your work and how busy it is. However, we highly hope for your cooperation and consideration. Thank you in advance.

Respectfully,


NACARIO, NICKLEOUZ CHARLES A.


GAURAN, EXIAN


ANCHETA, DOMLINE



IBANEZ, PAUL RENIEL


BOLO, DEVORAH S.


MATEO, FREDIMHAR



CRUZ, KRISTINE NICOLE



RESURRECCION, ARIES



ESMEDIA, KRISTEL MAE


SAO, MARK JASPIER

Noted by:


Dr. Madelyn P. Estrada
Adviser, Crim. Research 2


Prof. Princess Apple Mamuad
Facilitator, Crim. Research 2


Dr. Jayenne Mae Escudra
Facilitator, Crim. Research 2

APPENDIX “C”

RESEARCH INSTRUMENT



**Data Center College of the Philippines of Laoag City,
Inc. College of Criminal Justice Education**
Brgy. 1 San Lorenzo, Laoag City, Ilocos Norte



We, the researchers of BS Criminology enrolled in the course Criminological Research 2, is conducting a tracer study entitled: **“Irregular Student to Successful Journey”**. The primary objective of this study is to explore the successful journey of criminology graduates who experienced to be an irregular student during their academic years.

NAME:

ADDRESS:

1. Throughout your college journey, can you tell me the academic challenges you've encountered as an irregular student at the Data Center College of the Philippines?
2. How did you overcome those challenges?
3. What were the challenges you've faced after passing the Criminology board exam?
4. How did you overcome those challenges?
5. What are the lessons you learned throughout your journey as an irregular criminology student?
6. What are the lessons you learned after passing the board exam?

Thank you for participating in this qualitative interview for our study, *“Irregular Student to Successful Journey.”* Your insights are invaluable, and we appreciate your willingness to share your experiences. Please be honest and open in your responses, as there are no right or wrong answers—your perspective is what matters. When answering questions, provide context and elaborate on your experiences by discussing what happened, how you felt, and the outcomes related to your journey as an irregular student. Your participation is crucial for our research, and we greatly value your contributions!

APPENDICES “D”
LETTER FOR ENGLISH CRITIQUE



DATA CENTER COLLEGE OF THE PHILIPPINES
COLLEGE OF CRIMINAL JUSTICE EDUCATION
CITY OF LAOAG



February 25, 2025

DR. RAJAH ADIB G. REYES
Education Program Supervisor DepEd Ilocos Norte

Sir:

Good day!

I hope this message find you well.

We, the Criminology students, enrolled in the subject course Criminological Research 2 conducted a qualitative-research study entitled **“IRREGULAR STUDENTS: THEIR ACADEMIC AND EMPLOYMENT STRUGGLES”**.

In connection to this, we the researchers are requesting your assistant in reviewing a piece of writing in English.

Given your expertise in English and a keen eye for detail make you an ideal candidate for providing us constructive feedback. Specifically, we are particularly interested in your thought's insights on clarity, grammar, and overall coherence.

We appreciate your time and consideration in helping us in improving the quality of this work. Any suggestions you may have been sincerely appreciated.

Your support will greatly contribute to the successful completion of our study. Thank you very much.

Best regards,


DOMILINE ANCHETA


DEVORAH S. BOLO


KRISTINE NICOLE V. CRUZ


KRYSTEL MAE B. ESMEDIA


EXIAN DALE J. GAOIRAN


PAUL KENIEL D. IBANEZ



FREDMAR MATEO


NICKLEON CHARLES A. NACARIO


ARIES RESURRECCION


MARK JASPER SAO

Noted by:


DR. MADELYN P. ESTRADA
Research adviser

APPENDICES "E"
LETTER FOR ILOCO CRITIQUE



DATA CENTER COLLEGE OF THE PHILIPPINES
COLLEGE OF CRIMINAL JUSTICE EDUCATION
CITY OF LAOAG



February 25, 2025

DR. RAJAH ADIB G. REYES

Education Program Supervisor DepEd Ilocos Norte

Sir:

Good day!

I hope this message find you well.

We, the Criminology students, enrolled in the subject course Criminological Research 2 conducted a qualitative-research study entitled **"IRREGULAR STUDENTS: THEIR ACADEMIC AND EMPLOYMENT STRUGGLES"**.

In connection to this, we the researchers are requesting your assistant in reviewing a piece of writing in Iloco.

Given your expertise in Iloco language and a keen eye for detail make you an ideal candidate for providing us constructive feedback. Specifically, we are particularly interested in your thought's insights on clarity, grammar, and overall coherence.

We appreciate your time and consideration in helping us in improving the quality of this work. Any suggestions you may have been sincerely appreciated.

Your support will greatly contribute to the successful completion of our study. Thank you very much.

Best regards,


DOMILINE ANCHETA


DEVORAH S. BOLO


KRISTINE NICOLE V. CRUZ


KRISTLE MAE B. ESMEDIA



EXIAN DALE J. GAOIRAN


PAUL BENJEL D. IBANEZ


FREDMAR MATEO


NICKLEON CHARLES A. NACARIO


ARIES RESTRECCION


MARK JASPIER SAO

Noted by:


DR. MADELYN P. ESTRADA

Research adviser

APPENDICES "F"

CERTIFICATION OF CRITIQUE

CERTIFICATION

This is to certify that the research paper titled "**IRREGULAR STUDENTS: THEIR ACADEMIC AND EMPLOYMENT STRUGGLES**", prepared and submitted by **DOMILINE D. ANCHETA, DEVORAH S. BOLO, KRISTINE NICOLE V. CRUZ, KRYSTEL MAE B. ESMEDIA, EXIAN DALE J. GAOIRAN, PAUL RENIEL D. IBANEZ, FREDIMHAR D. MATEO, NICKLEOUZ CHARLES A. NACARIO, ARIES B. RESURRECCION, and MARK JASPER A. SAO**, has been **checked and critiqued** for its content, structure, and overall quality on **March 11, 2025**.

This certification is issued for whatever purpose it may serve.


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