

Students' Cultural Background and its Impact on Attitudes and Academic Performance in Criminology

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Article History: Received: May Accepted: June Revised: June 2026

Abstract Cultural background plays an important role in shaping students' attitudes, learning experiences, and academic achievement, particularly in higher education, where learners come from diverse social, economic, and cultural environments. Understanding these influences is crucial in criminology education, as future criminal justice professionals are expected to demonstrate cultural competence, ethical values and professional responsibility. Employing a quantitative descriptive-correlational research design, data were collected from 800 BS Criminology students of HGBaquiran College using a validated questionnaire and official academic records. Descriptive statistics, multiple regression analysis, and Pearson Product-Moment Correlation were used to analyze the data. The findings revealed that the respondents had diverse cultural, religious, and socioeconomic backgrounds. Students demonstrated a high level of cultural values ($M = 3.66$, $SD = 0.86$), positive attitude toward criminology ($M = 4.15$, $SD = 0.73$), and very satisfactory academic performance ($M = 2.18$, $SD = 0.42$). Multiple regression analysis showed that cultural values, parents' monthly income, parents' educational attainment, parents' employment, and gender significantly influenced both students' attitudes toward criminology and their academic performance. However, ethnicity and religion were not significant predictors. Moreover, a moderate positive and statistically significant relationship was found between students' attitudes toward criminology and their academic performance ($r = 0.512$, $p < .001$). These findings underscore the importance of family support and positive cultural values in encouraging favorable learning attitudes and academic success among students. This study recommends the implementation of culturally responsive instructional practices and strengthened student support programs to enhance motivation, engagement, and academic achievement among criminology students.

Keywords: *cultural background, cultural values, academic performance, attitudes toward criminology, BS Criminology students*

INTRODUCTION

Globalization has boosted cultural diversity in higher education, bringing together students from all ethnic, religious, linguistic, and socio-economic backgrounds. This mix shapes how students learn, their attitudes, motivation, and even their academic success, making cultural background a major factor in education (Fatima et al., 2024). Research from around the world shows that culture affects students' values, how they communicate, participate in class, and what they aim for in education, all of which impact their academic results (Bardach et al., 2024). Therefore, universities are encouraged to use culturally responsive teaching to boost student engagement and success through inclusive teaching methods (Tilstra et al., 2023). In criminology education, cultural diversity is crucial because future criminal justice professionals need to understand and effectively interact with diverse communities. This understanding is key to upholding human rights, fairness, and inclusivity in the justice system (Buthelezi & Gerber, 2024). In the Philippines, educational institutions cater to culturally, ethnically,

and socio-economically diverse student groups, and the Commission on Higher Education (CHED) supports inclusive education that recognizes this diversity (Malayao et al., 2026). BS Criminology programs prepare students for careers in law enforcement, corrections, forensic science, and safety, where being culturally competent is a must (Sagarra-Romero et al., 2024). Even with policy efforts, students' cultural backgrounds can influence their attitudes toward learning, participation, discipline, and academic performance in criminology courses. Understanding these influences helps educators create teaching strategies that promote equity, motivation, and academic excellence in this field (Fatima et al., 2024)..

HGBaquiran College brings together BS Criminology students from all sorts of places, backgrounds, and walks of life. We are talking about different towns, ethnic groups, religions, family setups, and economic situations. This mix of cultures really shapes how students value their education, how they learn, what drives them, and how they feel about their criminology courses. All these factors play a big role in how well they do academically and what they experience at college. When culture and family life mix with a student's abilities, it can really impact their learning outcomes. By looking into these aspects, we can find ways to improve support services, teaching methods, and curriculum design. This means we can create interventions that are culturally relevant and help boost academic success and readiness (Bonsaksen et al., 2021). The differences in performance among students match up with research that shows how study habits and motivation, when combined with cultural background, can affect outcomes. This suggests that learning behaviors informed by culture can really make a difference in performance (Bonsaksen et al., 2021). In the world of criminology education, using gamification and restorative practices can really boost engagement and learning. These methods are likely influenced by cultural backgrounds and orientations (Riega-Virú et al., 2025; Sweeney, 2022). All of this points to the importance of tailoring teaching strategies to fit the diverse characteristics of learners for better academic results.

Despite numerous international and local studies examining culture, socioeconomic status, and academic attitudes, most research has focused on education or university populations rather than criminology students. Moreover, investigations isolate cultural background or academic performance, lacking analyses of how cultural factors influence attitudes and academic outcomes in criminology contexts. The paucity of data involving BS Criminology students in private higher education institutions in Northern Luzon, such as HGBaquiran College, underscores this gap (Iglesias & Badiang, 2023). Addressing this gap is crucial for evidence-based recommendations on culturally responsive teaching and development programs that consider local and cultural dynamics in criminology education. Providing culturally responsive pedagogies and services informed by local data may enhance equity and academic success among criminology students by acknowledging how cultural values and socioeconomic experiences shape attitudes and outcomes, supporting preparation for criminal justice careers (Schanz & Giles, 2021).

RESEARCH QUESTIONS

This study aimed to examine the influence of students' cultural backgrounds on their attitudes toward criminology and academic performance among BS Criminology students at HGBaquiran College. Specifically, it sought to answer the following research questions:

- What is the demographic and cultural background profile of BS Criminology students in terms of sex, ethnicity, religion, parents' employment, parents' monthly income, parents' occupation, parents' educational attainment, and cultural values?
- What is the level of cultural values among BS Criminology students?
- What is the level of students' attitudes toward criminology?
- What is the level of academic performance of BS Criminology students in criminology subjects?

- To what extent do the dimensions of students' cultural backgrounds significantly influence their attitudes toward criminology?
- To what extent do the dimensions of students' cultural backgrounds significantly influence their academic performance?
- Is there a significant relationship between students' attitudes toward criminology and their academic performance?

METHODS

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design to examine the influence of students' cultural background on their attitudes toward criminology and academic performance. The descriptive component was used to describe the respondents' demographic and cultural background, cultural values, attitudes toward criminology, and academic performance, while the correlational component determined the predictive influence of cultural background variables on students' attitudes and academic achievement, as well as the relationship between attitudes and academic performance. This research design was appropriate because it enabled the researchers to describe existing conditions and examine the relationships among the study variables without manipulating them.

Research Locale

The study was conducted at HGBaquiran College, a private higher education institution in the Philippines that offers the Bachelor of Science in Criminology program. The institution serves students from diverse cultural, ethnic, religious, and socioeconomic backgrounds, making it an appropriate setting for investigating how cultural background influences students' attitudes toward criminology and their academic performance. The diverse student population provided a suitable context for examining the objectives of the study.

Participants of the Study

The respondents of the study consisted of 800 BS Criminology students enrolled at HGBaquiran College during the conduct of the study. Since all officially enrolled students were included, the researchers employed total enumeration sampling, which allowed the entire target population to participate. This sampling technique ensured a complete representation of the respondents and minimized sampling error, thereby providing comprehensive data regarding the students' cultural background, attitudes toward criminology, and academic performance.

Research Instrument

Data were collected using a structured and validated questionnaire comprising three parts. The first part gathered the respondents' demographic and cultural backgrounds, including sex, ethnicity, religion, parents' employment, parents' occupation, parents' monthly income, and parents' educational attainment. The second part measured the respondents' cultural values using a five-point Likert scale ranging from 1 (Never Observed) to 5 (Always Observed). The third part assessed students' attitudes toward criminology using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Academic performance was obtained through the respondents' General Weighted Average (GWA) from official

academic records, subject to institutional approval and participants' consent. Prior to data collection, the instrument was validated by experts and pilot tested to establish its validity and reliability.

Data Gathering Procedure

Prior to data collection, the researchers secured permission from the appropriate institutional authorities to conduct the study. After obtaining approval, the respondents were informed about the purpose of the research, and their voluntary participation was sought through informed consent. The validated questionnaires were personally administered to the respondents during scheduled class periods. Sufficient time was provided for questionnaire completion, after which all accomplished questionnaires were retrieved, checked for completeness, and organized for data encoding. The respondents' academic performance was obtained from official academic records with the necessary institutional authorization, while ensuring the confidentiality and anonymity of all participants throughout the research process.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Frequency and percentage were used to describe the demographic and cultural background profiles of the respondents. Mean and standard deviation were used to determine the level of cultural values, students' attitudes toward criminology, and academic performance. Multiple regression analysis was employed to determine the extent to which cultural background variables significantly influenced students' attitudes toward criminology and academic performance. Finally, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the relationship between students' attitudes toward criminology and their academic performance. All statistical analyses were performed using appropriate statistical software, and hypotheses were tested at the 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1 Demographic Profile and Cultural Background of BS Criminology Students (N = 800)

Variable	Category	f	%
Gender	Male	523	65.38
	Female	277	34.62
Ethnicity	Ibanag	400	50.00
	Ilokano	221	27.63
	Tagalog	124	15.50
	Others*	55	6.87
Religion	Roman Catholic	530	66.25
	Methodist	90	11.25
	Iglesia ni Cristo	37	4.63
	Mormon	10	1.25
	Others	133	16.62
Parents' Employment	Employed	554	69.25
	Unemployed	246	30.75
Parents' Combined Monthly Income	₱10,999 and below	275	34.38
	₱11,000–63,699	220	27.50
	None	223	27.87
	₱63,700–109,199	30	3.75

Father's Occupation	₱109,200–182,000	27	3.38
	Above ₱182,000	25	3.12
	Other Occupations	703	87.88
	None	61	7.62
	Policeman	20	2.50
Mother's Occupation	Teacher	9	1.13
	Soldier	7	0.87
	Other Occupations	593	74.13
	None	175	21.87
	Teacher	19	2.37
Father's Educational Attainment	Policewoman	10	1.25
	Soldier	3	0.38
	Elementary	173	21.63
	Undergraduate		
	High School Graduate	156	19.50
Mother's Educational Attainment	Elementary Graduate	152	19.00
	High School	110	13.75
	Undergraduate		
	College Undergraduate	97	12.13
	College Graduate	92	11.50
	Vocational	20	2.50
	High School Graduate	218	27.25
	Elementary Graduate	139	17.38
	Elementary	120	15.00
	Undergraduate		
	High School	112	14.00
	Undergraduate		
	College Undergraduate	111	13.88
	College Graduate	90	11.25
	Vocational	10	1.25

Note. Others include Itawes, Gaddang, and other ethnic groups.

Table 1 presents the demographic profile and cultural background of 800 BS criminology students. The majority of the respondents were male (65.38%), while 34.62% were female. In terms of ethnicity, Ibanag comprised the largest group (50.00%), followed by Ilokano (27.63%), Tagalog (15.50%), and other ethnic groups (6.87%). Most respondents were Roman Catholic (66.25%), whereas smaller proportions belonged to the Methodist (11.25%), Iglesia ni Cristo (4.63%), Mormon (1.25%), and other religious affiliations (16.62%). Regarding parents' employment, 69.25% were employed, and 30.75% were unemployed. Most families reported a combined monthly income of ₱10,999 and below (34.38%), followed by no reported income (27.87%), and ₱11,000–₱63,699 (27.50%), indicating that a large proportion of the respondents came from low-income households. Fathers were primarily engaged in other occupations (87.88%), while mothers likewise belonged to other occupations (74.13%). In terms of educational attainment, the largest proportion of fathers had elementary undergraduate education (21.63%), whereas most mothers were high school graduates (27.25%). Overall, the findings indicate that the respondents came from diverse cultural, religious, and socioeconomic backgrounds, providing a broad representation of the student population included in the study.

Table 2 Cultural Values of BS Criminology Students (N = 800)

Indicator	Mean	SD	Verbal Interpretation
Taking care of my body	3.93	0.82	Frequently Observed

Accepting my place in my family or group	4.01	0.77	Frequently Observed
Creating new things or ideas	3.99	0.81	Frequently Observed
Making money	4.00	0.79	Frequently Observed
Respecting family traditions	3.98	0.80	Frequently Observed
Working hard to do better	3.99	0.78	Frequently Observed
Appreciating the beauty of nature	3.83	0.84	Frequently Observed
Being concerned about the rights of others	3.86	0.82	Frequently Observed
Challenging myself to achieve	3.76	0.88	Frequently Observed
Helping others	3.74	0.86	Frequently Observed
Being accepted by others	3.67	0.89	Frequently Observed
Believing in a higher power	3.60	0.93	Frequently Observed
Protecting the environment	3.52	0.91	Frequently Observed
Using science for progress	3.13	1.01	Sometimes Observed
Believing there is something greater than ourselves	3.34	0.98	Sometimes Observed
Discovering new things or ideas	3.33	0.97	Sometimes Observed
Being wealthy	3.23	1.03	Sometimes Observed
Being athletic	3.23	0.99	Sometimes Observed
Remaining indicators	—	—	Frequently Observed
Grand Mean	3.66	0.86	Frequently Observed

Table 2 shows that BS criminology students generally exhibited a high level of cultural values, with an overall mean of 3.66 (SD = 0.86), interpreted as Frequently Observed. Among the indicators, accepting one's place in one's family or group obtained the highest mean (M = 4.01, SD = 0.77), followed by making money (M = 4.00, SD = 0.79), creating new things or ideas (M = 3.99, SD = 0.81), and working hard to do better (M = 3.99, SD = 0.78), suggesting that students highly value family belongingness, personal development, and economic aspirations. These findings indicate that students possess cultural values that promote responsibility, perseverance, and positive social relationships, which are important characteristics in preparing for professional roles in criminology (Awashreh & Al Ghunaimi, 2025). Conversely, indicators such as using science for progress (M = 3.13, SD = 1.01), believing there is something greater than oneself (M = 3.34, SD = 0.98), discovering new things or ideas (M = 3.33, SD = 0.97), being wealthy (M = 3.23, SD = 1.03), and being athletic (M = 3.23, SD = 0.99) were only Sometimes Observed, indicating that these values were less consistently demonstrated among the respondents. Overall, the results suggest that the respondents possess positive cultural values that may contribute to their personal growth, interpersonal relationships, and readiness for future careers in the criminal justice profession, consistent with previous studies emphasizing the role of cultural values in shaping students' attitudes and educational development (Bardach et al., 2024; Fatima et al., 2024).

Table 3 Students' Attitudes Toward Criminology

Indicator	Mean	SD	Verbal Interpretation
Interest in criminology subjects	4.18	0.71	Positive
Motivation to become a criminology professional	4.26	0.68	Highly Positive
Enjoy attending criminology classes	4.10	0.74	Positive
Participate actively in discussions	4.05	0.76	Positive
Appreciate practical laboratory activities	4.14	0.73	Positive
Respect criminology instructors	4.21	0.70	Highly Positive
Believe criminology develops professional competence	4.19	0.72	Positive
Willing to pursue law enforcement career	4.11	0.75	Positive
Proud to be a criminology student	4.23	0.69	Highly Positive

Recommend the program to others	4.07	0.77	Positive
Grand Mean	4.15	0.73	Positive Attitude

Table 3 indicates that the BS Criminology students demonstrated an overall Positive Attitude toward criminology, with a grand mean of 4.15 (SD = 0.73), interpreted as a positive attitude. The highest-rated indicators were motivation to become a criminology professional (M = 4.26, SD = 0.68), pride in being a criminology student (M = 4.23, SD = 0.69), and respect for criminology instructors (M = 4.21, SD = 0.70), indicating that the respondents possessed a strong commitment to their chosen profession and valued the learning experiences provided by the program. These findings are consistent with those of Riega-Virú et al. (2025), who reported that engaging learning experiences enhance students' motivation and professional commitment. Likewise, the respondents expressed positive perceptions toward their interest in criminology subjects, appreciation of practical laboratory activities, and willingness to pursue a law enforcement career, suggesting that they recognized the relevance of their academic preparation to future professional practice. Similar findings were reported by Sweeney (2022), who emphasized that positive classroom experiences strengthen students' engagement and learning, while Fatima et al. (2024) found that students with positive educational attitudes tend to demonstrate higher motivation and commitment toward their academic goals. Overall, the findings indicate that the respondents possessed favorable attitudes toward criminology, which may contribute to greater academic engagement and professional readiness in the future.

Table 4 Academic Performance of BS Criminology Students (N = 800)

Variable	Mean	SD	Minimum	Maximum	Descriptive Rating
Academic Performance (General Weighted Average)	2.18	0.42	1.25	3.00	Very Satisfactory

Table 4 shows that BS Criminology students obtained a mean academic performance of 2.18 (SD = 0.42), with grades ranging from 1.25 to 3.00, which is described as very satisfactory. This finding indicates that the respondents generally performed well in their criminology subjects, reflecting satisfactory academic competence and consistent engagement in their coursework, consistent with findings that supportive learning environments contribute to improved academic achievement (Bonsaksen et al., 2021). Overall, the results suggest that the students demonstrated satisfactory academic performance, which may enhance their preparedness for future professional responsibilities in the field of criminology, supporting previous evidence that positive educational environments and family support contribute to better learning outcomes (Werang et al., 2024).

Table 5 Effect of Cultural Background on Students' Attitudes Toward Criminology

Predictor	β	SE	t	p-value	Decision
Gender	0.083	0.031	2.68	.008	Significant
Ethnicity	0.041	0.029	1.42	.156	Not Significant
Religion	0.027	0.030	0.89	.374	Not Significant
Parents' Employment	0.105	0.028	3.71	<.001	Significant
Parents' Monthly Income	0.194	0.033	5.89	<.001	Significant
Parents' Educational Attainment	0.118	0.030	3.93	<.001	Significant
Cultural Values	0.432	0.025	17.31	<.001	Significant

Table 5 reveals that several dimensions of students' cultural backgrounds significantly influenced their attitudes toward criminology. Specifically, parents' monthly income ($\beta = 0.194$, $p < .001$), cultural values ($\beta = 0.432$, $p < .001$), parents' educational attainment ($\beta = 0.118$, $p < .001$), parents' employment ($\beta = 0.105$, $p < .001$), and gender ($\beta = 0.083$, $p = .008$) significantly predicted students' attitudes, indicating that

family and cultural factors play an important role in shaping students' perceptions of their chosen profession. Similar findings have been reported by Fatima et al. (2024), who emphasized that cultural background influences students' motivation and educational attitudes. In contrast, ethnicity ($\beta = 0.041$, $p = .156$) and religion ($\beta = 0.027$, $p = .374$) did not significantly affect students' attitudes, suggesting that these characteristics were less influential than family-related and cultural factors. This finding supports the work of Bardach et al. (2024), who reported that cultural values and supportive environments are stronger determinants of students' engagement and attitudes than demographic characteristics alone. Overall, the results indicate that positive cultural values and family support contribute to the development of favorable attitudes toward criminology and future professional practice.

Table 6 Effect of Cultural Background on Academic Performance of BS Criminology Students
Multiple Regression Analysis

Predictor Variable	β	SE	t	p-value	Decision
Gender	0.062	0.031	2.01	.045	Significant
Ethnicity	0.038	0.028	1.36	.174	Not Significant
Religion	0.021	0.029	0.73	.465	Not Significant
Parents' Employment	0.114	0.030	3.80	<.001	Significant
Parents' Monthly Income	0.208	0.032	6.52	<.001	Significant
Parents' Educational Attainment	0.156	0.029	5.37	<.001	Significant
Cultural Values	0.285	0.027	10.44	<.001	Significant

Table 6 shows that several dimensions of students' cultural background significantly influenced their academic performance. Specifically, cultural values ($\beta = 0.285$, $p < .001$) emerged as the strongest predictor, followed by parents' monthly income ($\beta = 0.208$, $p < .001$), parents' educational attainment ($\beta = 0.156$, $p < .001$), parents' employment ($\beta = 0.114$, $p < .001$), and gender ($\beta = 0.062$, $p = .045$), indicating that these factors contributed positively to students' academic achievement. These findings are consistent with those of Rahman et al. (2024), who reported that family socioeconomic status and parental support positively influence students' educational outcomes. In contrast, ethnicity ($\beta = 0.038$, $p = .174$) and religion ($\beta = 0.021$, $p = .465$) did not significantly predict academic performance, suggesting that these demographic characteristics had limited influence compared to family and cultural factors. Similar findings were reported by Xu and Fu (2024), who emphasized that parental education and family support are stronger predictors of academic success than demographic characteristics. Overall, the results suggest that positive cultural values and supportive family conditions contribute to better academic performance among BS Criminology students.

Table 7 Relationship Between Students' Attitudes Toward Criminology and Academic Performance
Pearson Product-Moment Correlation

Variables	r	p-value	Strength of Relationship	Decision
Students' Attitudes and Academic Performance	0.512	<.001	Moderate Positive Correlation	Significant

Table 7 reveals a moderate positive and statistically significant relationship between students' attitudes toward criminology and their academic performance ($r = 0.512$, $p < .001$), indicating that students with more positive attitudes toward criminology tended to achieve better academic performance. This finding suggests that students who are motivated, interested, and committed to their fields of study are more likely to perform well academically. Fatima et al. (2024) reported similar results, finding that positive attitudes and motivation are associated with improved academic achievement. Likewise, Bonsaksen et al. (2021) emphasized that positive learning attitudes and effective study approaches contribute significantly to students' academic success. Overall, the findings indicate that fostering positive attitudes toward criminology may enhance students' academic engagement and performance.

while preparing them for future careers in the criminal justice profession.

CONCLUSION

The findings of the study indicate that BS Criminology students at HGBaquiran College come from diverse cultural, religious, and socioeconomic backgrounds, with cultural values frequently observed and students demonstrating a positive attitude toward criminology. The respondents also achieved a very satisfactory level of academic performance, suggesting that they possess the competencies necessary for their academic and future professional endeavors. Furthermore, the results revealed that cultural values, parents' monthly income, parents' educational attainment, parents' employment, and gender significantly influenced both students' attitudes toward criminology and their academic performance, while ethnicity and religion did not show significant effects. In addition, a significant moderate positive relationship was found between students' attitudes toward criminology and their academic performance, indicating that students with more favorable attitudes toward their field of study tend to perform better academically. Overall, the study concludes that cultural background, particularly family and cultural factors, plays an important role in shaping students' attitudes and academic success in criminology education.

RECOMMENDATIONS

Based on the findings, the researchers recommend that criminology educators integrate culturally responsive teaching strategies that recognize students' diverse backgrounds and promote inclusive learning environments. College administrations may strengthen student support programs, such as academic mentoring, financial assistance, and family engagement initiatives, particularly for students from economically disadvantaged backgrounds. Faculty members should continue to implement learner-centred and experiential teaching approaches that enhance students' motivation, positive attitudes, and professional commitment to criminology. Students are likewise encouraged to strengthen positive cultural values, maintain favorable learning attitudes, and actively participate in academic and co-curricular activities that support their personal and professional development. Finally, future researchers may replicate this study in other higher education institutions using larger and more diverse samples, while exploring additional variables such as learning motivation, academic resilience, study habits, and institutional support to further explain students' attitudes and academic performance in criminology education.

LIMITATIONS OF THE STUDY

This study was limited to 800 BS Criminology students enrolled at HGBaquiran College; therefore, the findings may not be generalizable to students from other higher-education institutions or academic programs. The study relied primarily on self-reported responses to measure cultural values and attitudes toward criminology, which may have been influenced by social desirability or response bias. In addition, the use of a cross-sectional descriptive-correlational design limited the study to identifying relationships and predictive influences among variables without establishing causal relationships between them. Although several demographic and cultural background variables were included, other factors that may affect students' attitudes and academic performance, such as learning motivation, study habits, peer influence, institutional support, and psychological well-being, were not examined.

FUTURE RESEARCH DIRECTIONS

Future studies should replicate this research in other colleges and universities with larger and more diverse samples to enhance the generalizability of these findings. Researchers are encouraged to include additional variables, such as learning motivation, academic resilience, study habits, self-efficacy, institutional support, and classroom engagement, to provide a more comprehensive understanding of the factors influencing students' attitudes and academic performance. Comparative studies across different academic disciplines or regions should be conducted to determine whether cultural

backgrounds influence students differently in various educational contexts. Furthermore, longitudinal and mixed-methods research designs are recommended to examine how cultural backgrounds and students' attitudes develop over time and to gain deeper insights into the experiences that shape academic success in education.

ETHICS STATEMENT

Prior to the study, permission to administer the survey was obtained from the appropriate institutional authorities. Participation was voluntary, and respondents were informed of the purpose, procedures, and expected outcomes of the research before data collection. Written informed consent was obtained from all participants, who were informed of their right to decline participation or withdraw at any time without penalty. The confidentiality and anonymity of the respondents were maintained by ensuring that no personally identifiable information was disclosed or included in the analysis or reporting of the results. This study adhered to the ethical principles of respect for persons, beneficence, non-maleficence, and justice throughout the research process and complied with the ethical standards for research involving human participants. If required by the institution, the study was conducted following the approval and guidelines of the institution's Research Ethics Committee.

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, the authors used Publish or Perish, SciSpace, and Gemini AI to assist with literature searching, grammar checking, language refinement, and improving writing clarity. These tools were not used to generate research data, perform statistical analyses, interpret findings, or develop conclusions. After using these tools, the authors carefully reviewed and edited the manuscript as needed and accepted full responsibility for the accuracy, originality, and integrity of the work.

APA Citations

Narag, I. A., Sasan, R. A., Dugay, C. M. S., Hernandez, R. M. T., Baquiran, M. G., Guiyab, M. G. M., & Ramiro, J. S. (2026). Students' cultural background and its impact on attitudes and academic performance in criminology. *Bamboo Nexus: Journal of Innovation, Education, and Climate Action (BN-JECA)*, 1(2), 313–323. <https://doi.org/10.67691/bnjeca.v1i2.013>
