MABINI COLLEGES, INC

COLLEGE of COMPUTER STUDIES

“The Impact of Enrollment Status on Academic Achievement: A Comparative Study of Regular and Irregular Students in the Mabini College Computer Science Program.”

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Objectives

This project aims to systematically investigate how enrollment classification influences academic achievement in the Computer Science program at Mabini College. Specifically, the study seeks to:

1. Examine whether a significant relationship exists between students' enrollment status and their academic performance.
2. Compare the average GPA of regular and irregular students to identify performance disparities.
3. Determine contributory academic and behavioral factors (e.g., study habits, class load, attendance) that may explain observed performance differences.
4. Develop clear, data-driven visualizations that present comparative academic trends between student groups.

Scope

This study is limited to Computer Science students at Mabini College during the Academic Year 2024–2025 and examines the relationship between enrollment status (regular and irregular) and academic achievement. The analysis focuses on students' GWA and selected academic and behavioral factors such as study habits, attendance, time management, class participation, workload balance, and submission frequency. Findings are intended to inform academic planning and student support within the institution.

Temporal Scope: Academic Year 2024–2025

Geographical Scope: Mabini College – Computer Science Department

Target Audience: Academic researchers, faculty members, program coordinators, and students

Field of Application: Educational research, academic performance analysis, institutional planning.

Technical Details & Data

Data Representation

The study utilizes descriptive and comparative techniques to interpret survey-based data collected from Computer Science students.

Visualization Methods

- **Bar Charts:** Comparative GPA performance of regular vs. irregular students
- **Pie Charts:** Distribution of respondents based on enrollment status
- **Column/Line Graphs:** Relationship between study hours and academic standing

Color Coding & Accessibility

All visual elements employ a colorblind-friendly palette to ensure readability and accessibility. Standardized colors include:

- Blue – Regular students
- Red – Irregular students
- Gray – Neutral categories

Data Treatment

- Numerical responses were aggregated using mean, percentage, and categorical grouping.
- GWA was stratified into recognized academic performance brackets.
- Missing or inconsistent responses were excluded following validation checks.

Labels & Context

Each figure includes concise annotations and titles to ensure clarity, interpretability, and contextual understanding.

Interactiveness (For Visualization Output)

To promote deeper exploration of findings, the proposed dashboard includes interactive features such as:

- **Filtering controls** (enrollment status & GPA range)
- **Hover-enabled tooltips** providing expanded data insights
- **Drill-down capabilities** to reveal underlying patterns (e.g., study hours, subject load)
- **Smooth transitions and animations** to enhance user experience and engagement

Data Source

Primary Source

Survey data collected directly from students enrolled in the Computer Science program using a structured questionnaire administered via Google Forms.

Secondary Sources

- CHED academic policy documents
- Peer-reviewed studies on academic load and student performance
- Institutional guidelines provided by the Mabini College Registrar's Office

Data Collection Procedure

- Voluntary and anonymous participation
- Composed of 10–15 close-ended items covering GPA, study habits, attendance, and enrollment classification
- Responses validated and securely encoded for analysis

Tools and Technologies Used

- **Google Forms:** Data collection
- **Microsoft Excel / Google Sheets:** Data cleaning, categorization, and basic statistical analysis

Quality, Ethics, and Submission

Performance and Usability Testing

Although the study involves simple survey analysis, the visualization component was evaluated to ensure accuracy and accessibility.

Evaluation Criteria

- Chart clarity and readability
- Accuracy and consistency of encoded data
- Responsiveness and interpretability of visuals
- Cross-device accessibility tests (mobile/laptop)

Feedback Mechanism

A pilot review was conducted with selected students to obtain insights regarding the usability and clarity of visual outputs.

Error Handling

- Automatic exclusion of invalid entries
- Manual verification of anomalous or duplicate responses
- Use of standardized categories to avoid misinterpretation

Ethical Considerations & Data Privacy

The study strictly adheres to ethical standards and complies with the Data Privacy Act of 2012. The following measures were maintained:

- No personal or sensitive information was collected
- Participation was voluntary and anonymous
- Data was used solely for academic and research purposes
- Results were presented honestly without manipulation or alteration
- Limitations of the data were transparently communicated

RELATED LITERATURE

Lived Experiences and Challenges of Irregular Students

Irregular students, commonly referred to as *shifters* or *transferees*, encounter distinct academic and social challenges compared to regular students. A phenomenological study conducted in private higher education institutions in the Philippines explored the lived experiences of irregular students and revealed that they frequently struggle with conflicting class schedules, social isolation, and difficulties in forming stable peer relationships (Author(s), Year). Unlike regular students who benefit from block sectioning and consistent peer support, irregular students must continuously adjust to new classmates and learning environments. This situation often results in feelings of anxiety, academic disconnection, and the perception of being left behind academically. The fragmentation of both social and academic experiences was identified as a significant factor that threatens academic consistency and persistence among irregular students.

Irregular Attendance and Academic Achievement

Attendance plays a crucial role in students' academic success. Khanal (2019) examined irregular class attendance among university students and its relationship to academic achievement using a descriptive mixed-methods approach. The study found that irregular attendance was prevalent and that there was a positive and statistically significant relationship between regular class attendance and higher academic performance. Students who attended classes more consistently achieved better academic outcomes compared to those with frequent absences. The study also identified institutional, socioeconomic, and personal factors—such as employment responsibilities and scheduling conflicts—as major contributors to irregular attendance. The findings highlight the need for coordinated institutional strategies to reduce absenteeism and support students at risk of poor academic performance.

Academic Challenges of Irregular Students

Another study published in the *International Journal of Research Publication and Reviews* investigated the academic challenges faced by irregular students in higher education. Using a descriptive qualitative research design, the study revealed that irregular students commonly experience schedule conflicts, limited access to academic support, reduced peer interaction, and increased stress levels (Author(s), Year). These challenges were found to negatively affect students' academic performance, class participation, and motivation. The study concluded that irregular enrollment status contributes to academic instability and emphasized the importance of institutional support mechanisms to improve the academic outcomes of irregular students. This literature supports the premise that enrollment status is a significant factor influencing academic achievement in higher education.

RELATED STUDIES

School Attendance and Academic Performance

A quantitative study conducted in Uganda investigated the relationship between school attendance and academic performance under the Universal Primary Education program. The researchers compared the academic outcomes of regularly attending students and those with irregular attendance patterns. The findings showed that irregular attendance significantly lowered academic achievement by disrupting learning continuity, reducing classroom participation and teacher–student interaction, and limiting mastery of subject content (Author(s), Year). These results directly support the present study, as they demonstrate that inconsistent attendance negatively affects academic performance. The study reinforces the assumption that enrollment status and attendance patterns play a critical role in determining students' academic achievement, particularly among Computer Science students at Mabini College.

Irregularity of Students and Academic Performance

Irregular enrollment has been widely studied as a factor influencing students' academic behavior and performance. A case study on the irregularity of students in school examined the academic conditions of regular and irregular students and found that irregular students often experience attendance problems and reduced classroom engagement (Case Study on the Irregularity of Students in School, n.d.). The study emphasized that inconsistent attendance limits learning continuity and weakens students' participation in academic activities, which in turn negatively affects academic achievement. Compared to regular students, irregular students were observed to have greater difficulty maintaining consistent academic routines, highlighting enrollment status as a significant factor associated with academic performance.

Academic and Employment Struggles of Irregular Students

Another foreign study focused on the academic and employment struggles of irregular college students and investigated how balancing work and academic responsibilities affects academic outcomes. The findings revealed that irregular students frequently face time constraints and divided attention due to employment obligations, which often result in lower academic performance (Irregular Students: Their Academic and Employment Struggles, n.d.). The study noted that the added pressure of work responsibilities limits study time, increases fatigue, and reduces academic focus. As a result, irregular enrollment status was found to intensify academic difficulties, particularly among students who must manage both academic and work-related demands simultaneously.

References (APA 7th Format)

Khanal, S. P. (2019). *Irregular attendance of university students at class and its relation to their academic achievement*. **Tribhuvan University Journal, 33**(1), 115–128. https://doi.org/10.3126/tuj.v33i1.28687

Author(s). (Year). *Lived experiences of irregular students in private higher education institution*. https://www.researchgate.net/publication/391596298

Author(s). (Year). *Challenges faced by irregular students and their academic performance*. **International Journal of Research Publication and Reviews**. https://ijrpr.com/uploads/V6ISSUE4/IJRPR43482.pdf

Author(s). (Year). *Investigating the relationship between school attendance and academic performance in universal primary education: The case of Uganda*. https://files.eric.ed.gov/fulltext/EJ1252243.pdf

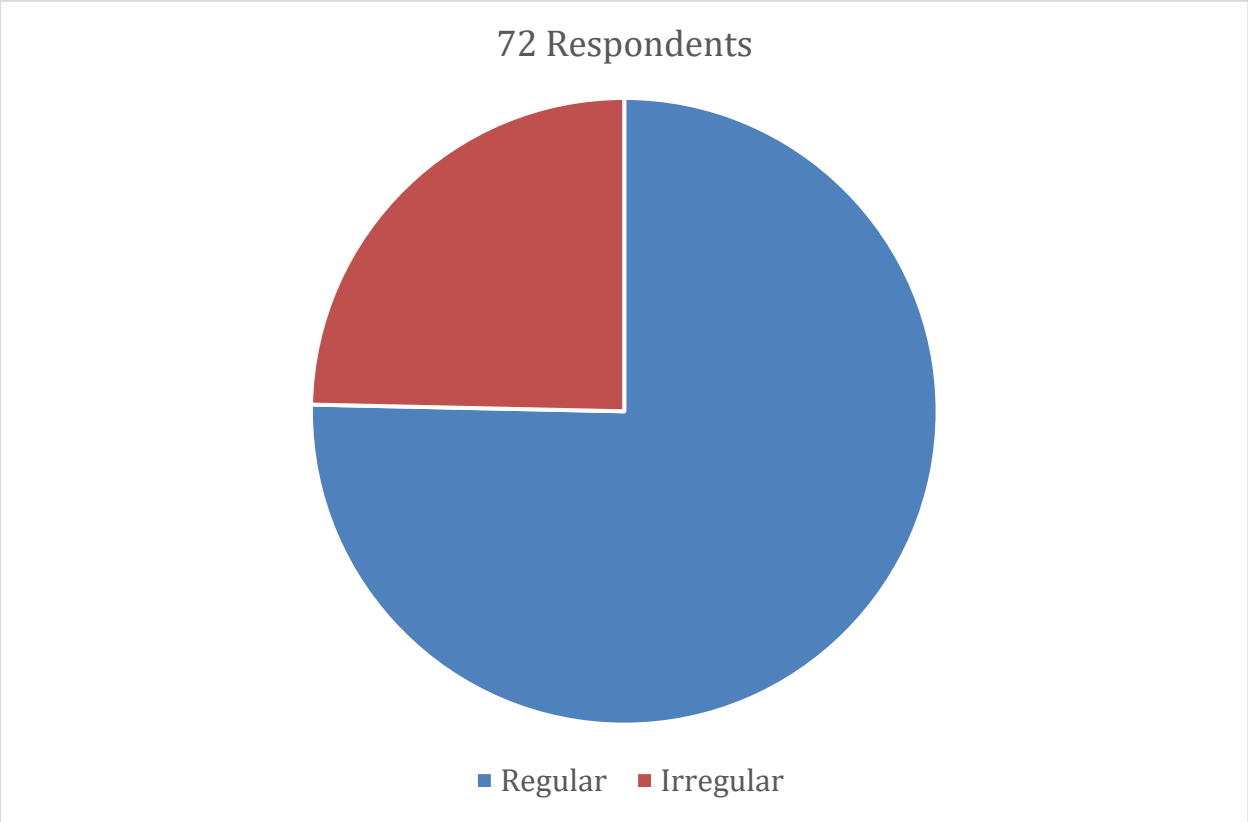
Case study on the irregularity of students in school. (n.d.). ResearchGate. https://www.researchgate.net/publication/359888884_case_study_on_the_irregularity_of_student_in_school

Irregular students: Their academic and employment struggles. (n.d.). *Global Scientific Journal.* https://www.globalscientificjournal.com/researchpaper/IRREGULAR_STUDENTS_THEIR_ACADEMIC_AND_EMPLOYMENT_STRUGGLES.pdf

Data Analysis Results and Discussion

Profile of the Respondents

The study gathered data from a total of **72 respondents** enrolled in the Computer Science program at Mabini College during the Academic Year 2024–2025. Of these respondents, **54 students (75.34%) were classified as regular students**, while **18 students (24.66%) were classified as irregular students** based on their enrollment status.



The relatively higher proportion of regular students reflects the standard academic progression within the program. Nonetheless, the presence of a substantial group of irregular students provides a sufficient basis for conducting a comparative analysis of academic performance across enrollment classifications.

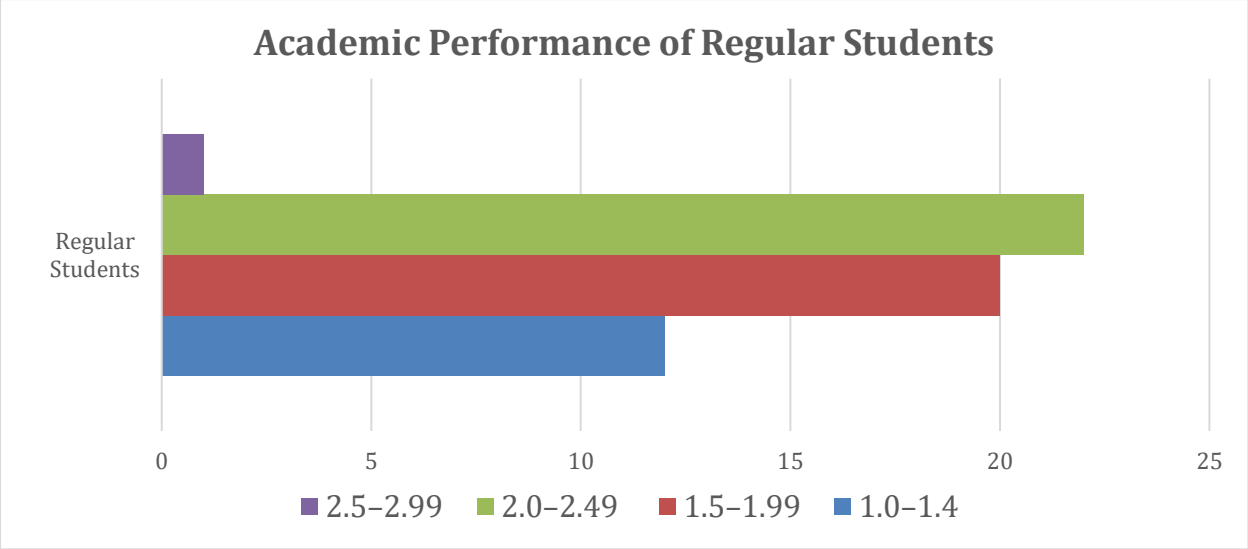
Distribution of Academic Performance (GWA)

Academic achievement was measured using students' **General Weighted Average (GWA)** and grouped into standard academic performance brackets to facilitate meaningful comparison.

Academic Performance of Regular Students

Among regular students, the distribution of GWA shows a generally strong academic standing:

- 11 students (20.37%) attained a GWA within the 1.0–1.49 range, indicating excellent academic performance.
- 20 students (37.04%) recorded a GWA of 1.5–1.99, reflecting above-average academic achievement.
- 22 students (40.74%) fell within the 2.0–2.49 range, representing satisfactory academic performance.
- Only 1 student (1.85%) recorded a GWA of 2.5–2.99, representing the lowest performance bracket among regular students.

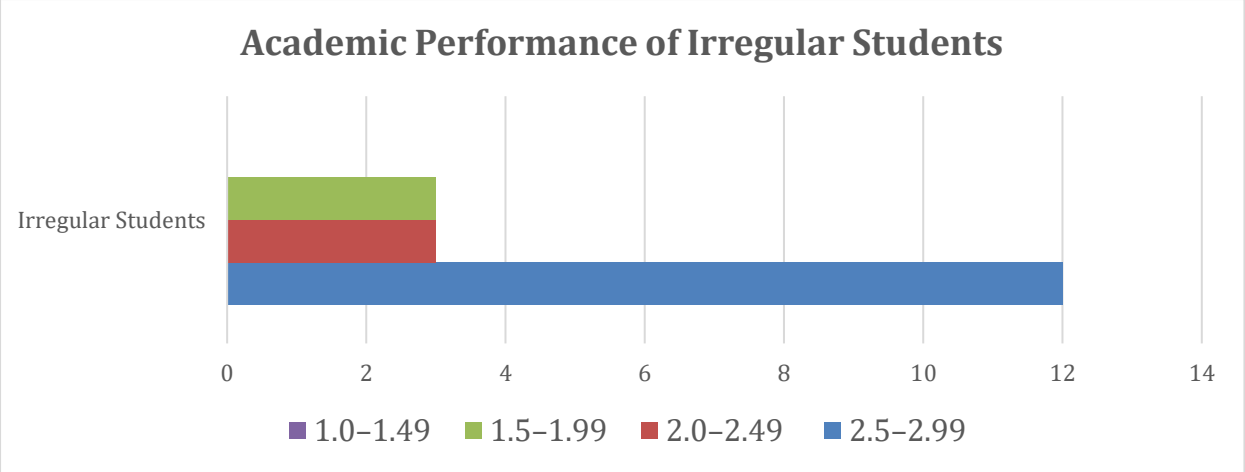


Overall, the majority of regular students (approximately **98%**) achieved a GWA below 2.5, suggesting relatively consistent academic success within this group.

Academic Performance of Irregular Students

In contrast, the academic performance distribution of irregular students demonstrates a markedly different pattern:

- No irregular students recorded a GWA within the 1.0–1.49 range.
- 3 students (16.67%) achieved a GWA of 1.5–1.99.
- 3 students (16.67%) fell within the 2.0–2.49 range.
- A substantial majority of 12 students (66.66%) recorded a GWA of 2.5–2.99, indicating lower academic performance relative to their regular counterparts.

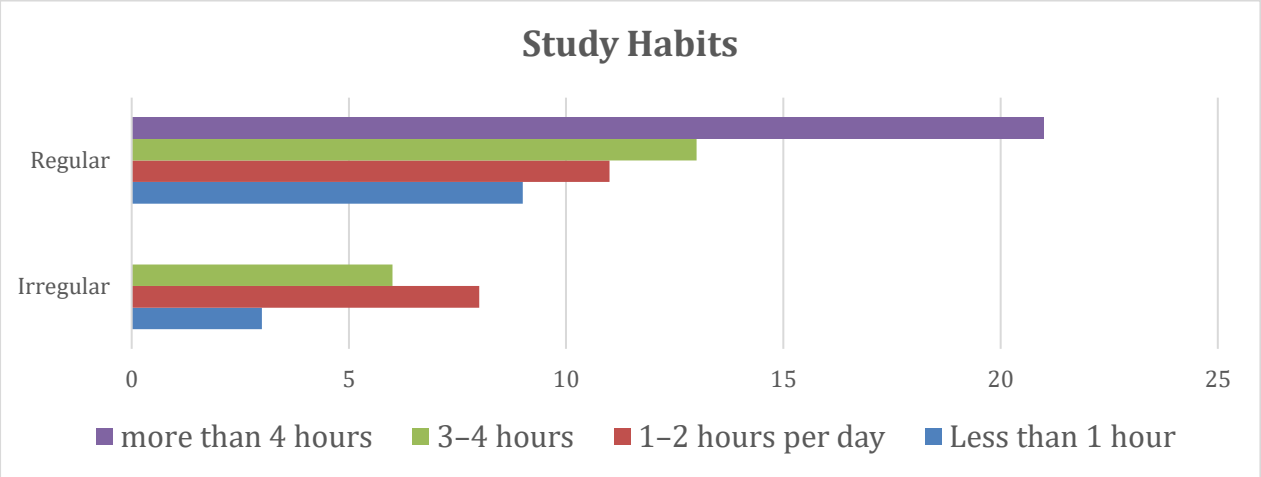


This distribution shows that more than two-thirds of irregular students are concentrated in the lowest academic performance bracket, highlighting potential academic challenges associated with irregular enrollment status.

Study Habits

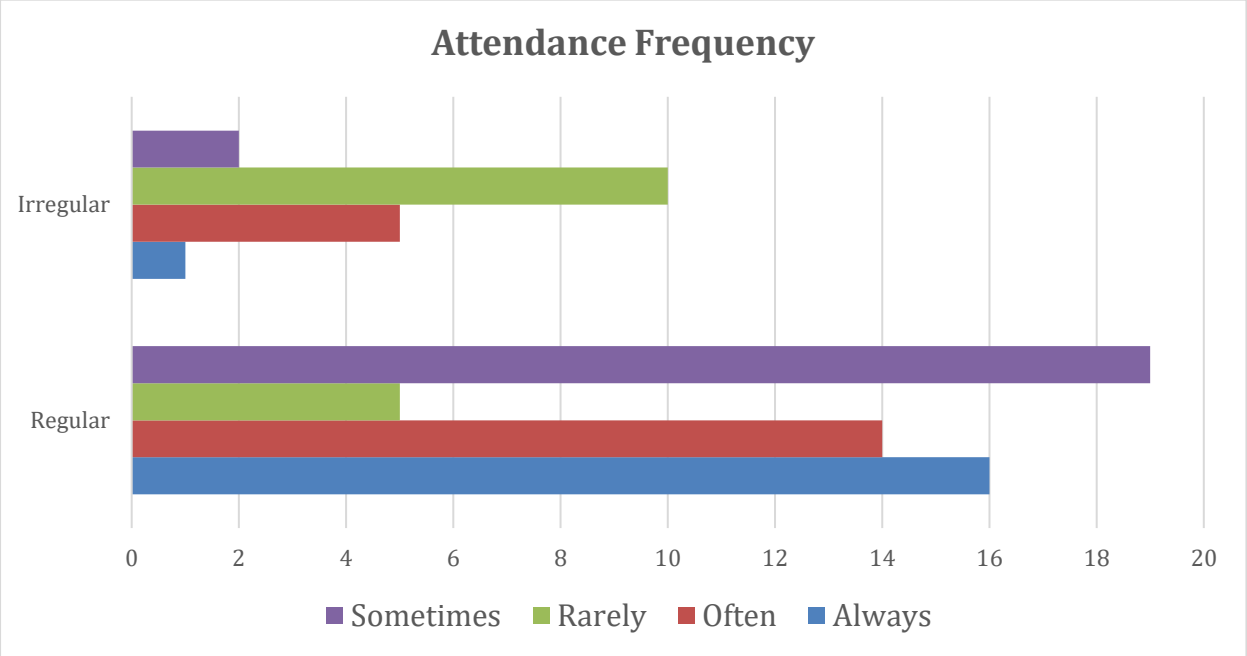
Study duration differed notably between the two groups. Irregular students most commonly reported studying less than 1 hour (16.67% or 3 students), 1–2 hours per day (44.44% or 8 students), followed by 3–4 hours (33.33% or 6 students), while very few (5.56% or 1 student) reported studying for more than four hours daily.

Conversely, regular students demonstrated more intensive study routines, with 38.89% (21 students) studying more than four hours per day, 1–2 hours (20.37% or 11 students), 3–4 hours (24.07% or 13 students), Less than 1 hour (16.67% or 9 students), suggesting greater time investment in academic activities among regular enrollees.



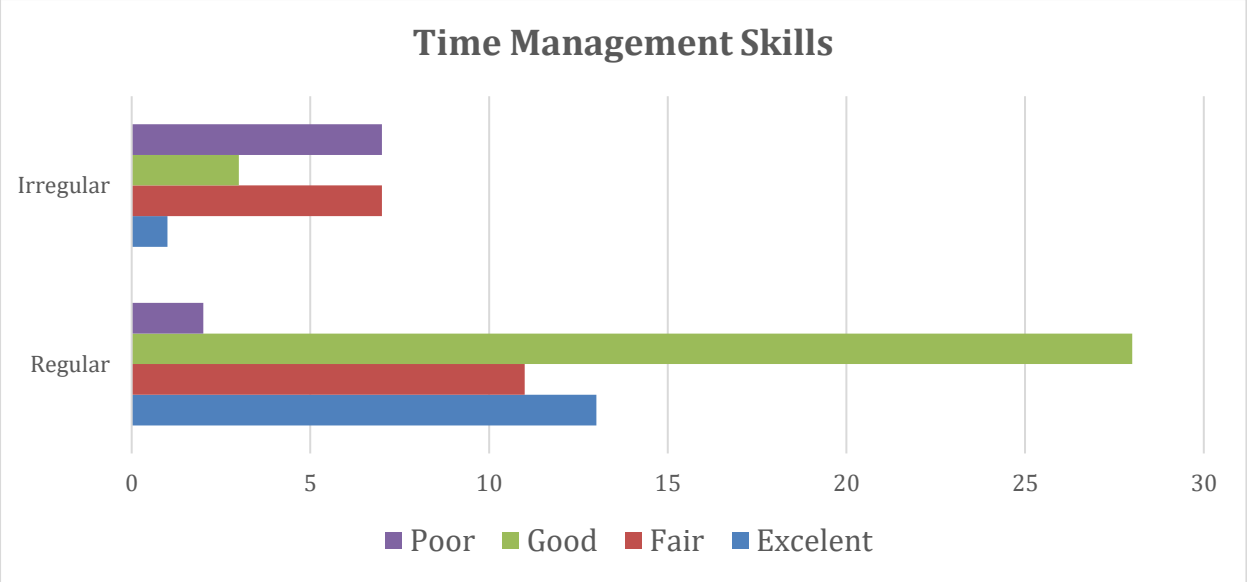
Attendance Frequency

The analysis highlights a notable difference in attendance consistency between regular and irregular students. Among regular students, a majority reported consistently attending classes, with 32 students (58.2%) indicating "always" and 12 students (21.8%) indicating "often." Only 1 student (1.8%) reported "rarely" attending, while 9 students (16.4%) attended "sometimes." In contrast, irregular students (n = 18) showed lower attendance consistency, with only 2 students (11.1%) reporting "always" attending classes. The remaining responses were distributed across "often" (4 students, 22.2%), "sometimes" (6 students, 33.3%), and "rarely" (6 students, 33.3%). These results suggest that regular students are significantly more likely to maintain consistent class attendance, whereas irregular students exhibit more irregular attendance patterns.



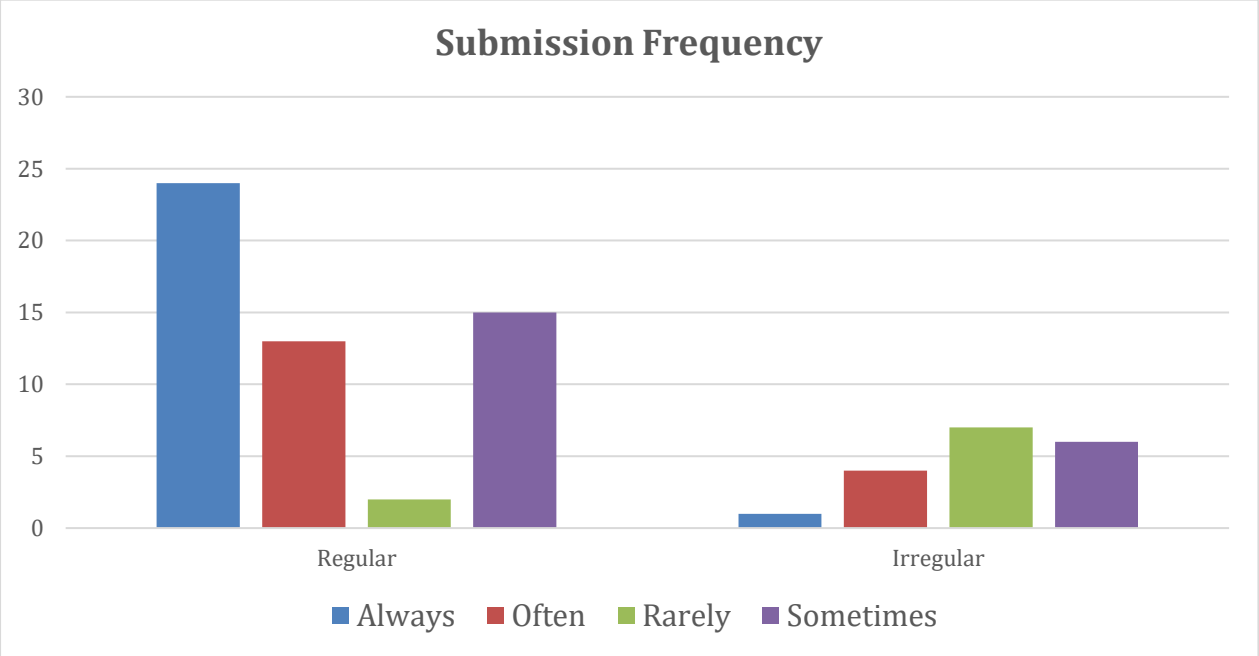
Time Management Skills

Analysis of time management skills shows that regular students demonstrate stronger time management compared to irregular students. Among regular students (n = 55), the majority rated their skills as good (28 students, 50.9%) or excellent (13 students, 23.6%), while only 2 students (3.6%) reported poor time management. In contrast, irregular students (n = 18) showed weaker outcomes, with only 1 student (5.6%) reporting excellent skills, while 7 students (38.9%) rated their time management as fair and another 7 (38.9%) as poor. These results suggest that regular enrollment is associated with more effective time management practices.



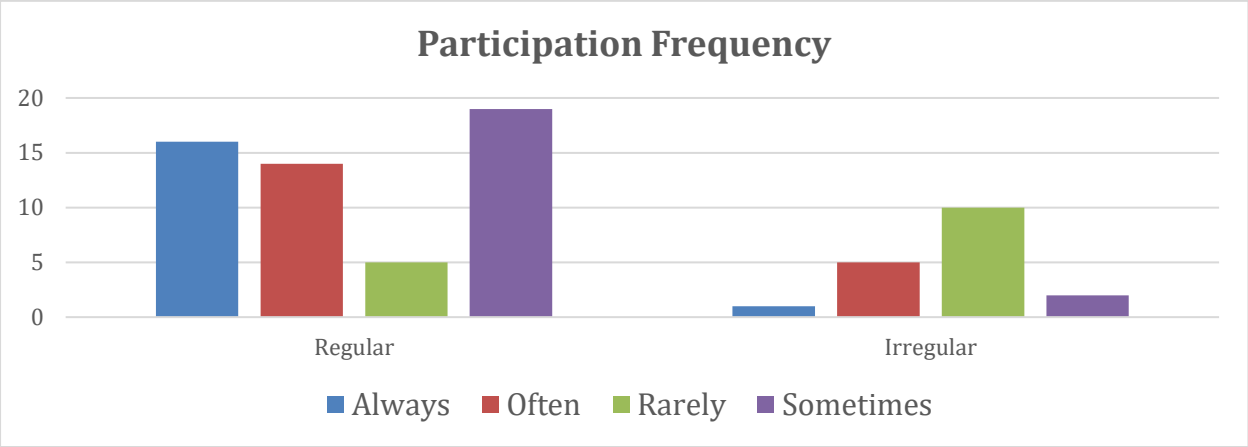
Submission Frequency

The results indicate a clear difference in assignment submission consistency between regular and irregular students. Among regular students, 24 (43.6%) reported always submitting requirements on time and 13 (23.6%) reported often doing so, with only 2 students (3.6%) rarely submitting. Conversely, irregular students showed lower submission reliability, with only 1 student (5.6%) reporting always submitting assignments, while 7 students (38.9%) reported rarely submitting and 6 (33.3%) only sometimes submitting. This pattern suggests that regular students are more reliable in meeting academic submission requirements.



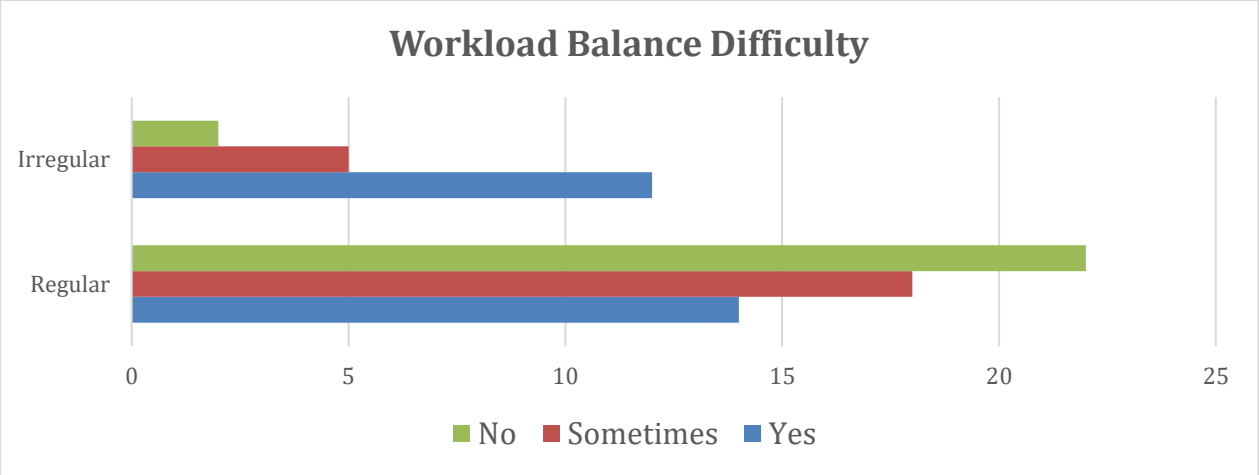
Participation Frequency

Class participation frequency further highlights differences between the two groups. Among regular students, participation was relatively high, with 16 students (29.1%) reporting always participating and 14 (25.5%) participating often. In contrast, irregular students demonstrated lower engagement, with only 1 student (5.6%) reporting always participating, while the majority reported rarely participating (10 students, 55.6%). These findings indicate that regular students are generally more engaged in classroom activities than irregular students.



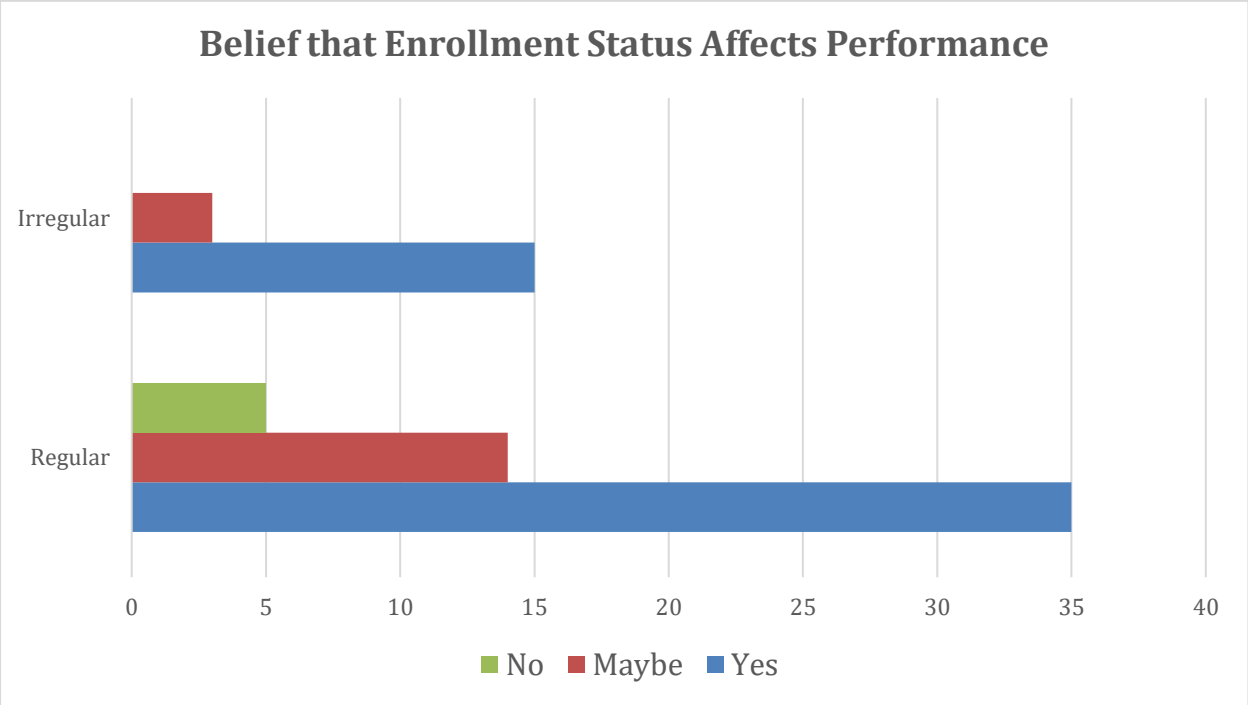
Workload Balance Difficulty

Irregular students reported significantly greater difficulty in balancing academic workload. Among irregular students, 12 (66.7%) indicated that they struggle with workload balance, while only 1 student (5.6%) reported no difficulty. In comparison, regular students showed better balance, with 22 students (40.7%) reporting no difficulty and only 14 (25.9%) indicating consistent struggle. This suggests that irregular enrollment may be associated with increased challenges in managing academic demands.



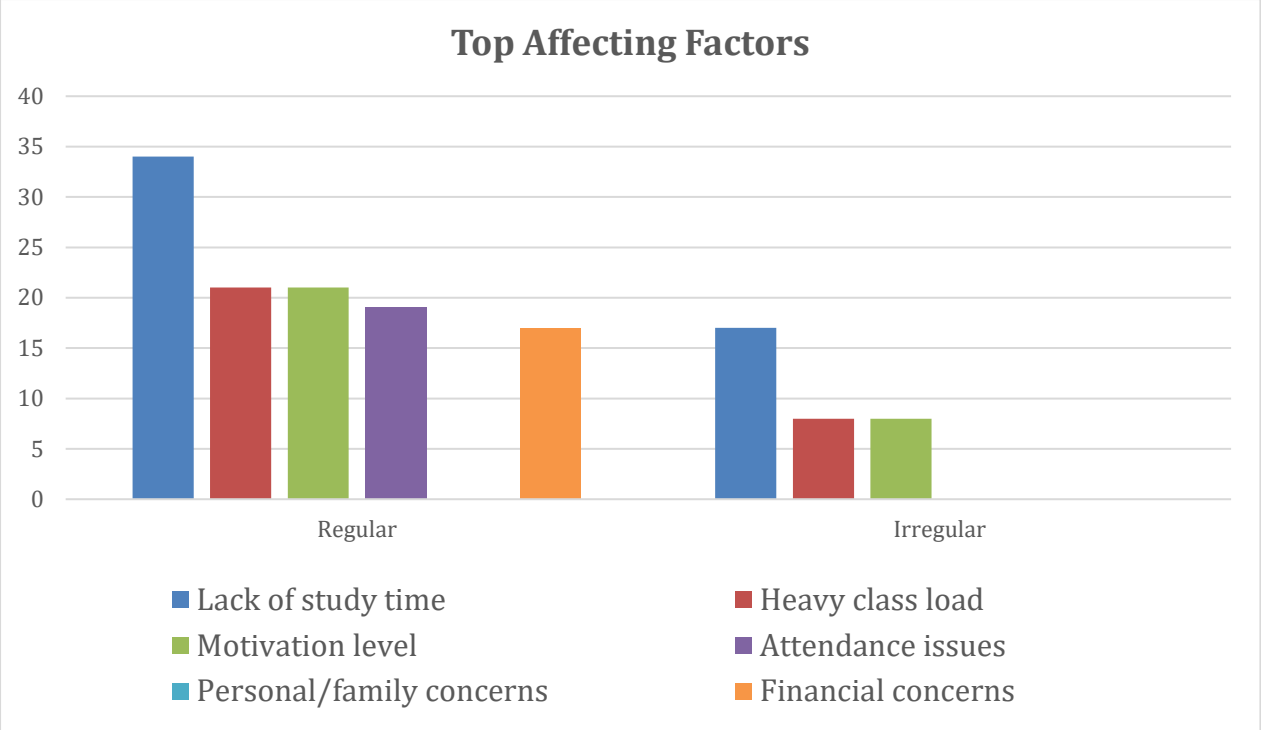
Belief that Enrollment Status Affects Performance

The majority of students in both groups believe that enrollment status affects academic performance, though this belief is stronger among irregular students. Among irregular students, 15 out of 18 (83.3%) responded “Yes,” indicating a strong perception that enrollment status impacts achievement. Among regular students, 35 (64.8%) agreed, while 14 (25.9%) responded “Maybe” and 5 (9.3%) responded “No.” This indicates that irregular students are more convinced of the influence of enrollment status on academic outcomes.



Top Affecting Factors

Across all respondents (n = 73), the most frequently cited factor affecting academic performance was lack of study time (51 students), followed by heavy class load (29) and motivation level (25). Among irregular students, lack of study time was nearly universal (17 out of 18), followed by personal or family concerns and heavy class load (8 students each). In contrast, regular students primarily cited lack of study time (34), heavy class load (21), motivation level (21), attendance issues (19), and financial concerns (17). These results suggest that irregular students are more affected by personal and family-related challenges, while regular students are more influenced by structural and external factors such as attendance and financial pressures.



Discussion

The findings reveal a notable contrast between academic performance and study behaviors across enrollment types. Despite reporting fewer study hours and greater difficulty in managing workload, irregular students demonstrated higher average academic performance, as reflected in their GWA distribution. This suggests that the flexibility associated with irregular enrollment may allow students to concentrate more effectively on selected academic requirements, thereby enhancing performance outcomes for certain individuals.

Conversely, regular students, while exhibiting stronger attendance, time management, and engagement, may be constrained by structural and external pressures, such as financial obligations and attendance requirements, which may affect overall academic outcomes. Taken together, the results support the conclusion that enrollment status plays a significant role in shaping students' academic experiences and performance, with irregular students perceiving a more direct impact on their academic success.