



The Students' Perception of Faculty Approachability and its Effect on Academic Performance in Selected Criminology Schools in Manila

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Abstract

This study explored the relationship between students' perception of faculty approachability and academic performance among Criminology students from selected higher education institutions in the National Capital Region (NCR), Philippines. Anchored on Deci and Ryan's Self-Determination Theory (1985), the research adopted a descriptive-correlational design using a researcher-made questionnaire that measured three domains of faculty approachability: accessibility, communication style, and overall supportiveness. A purposive sample of first-year Criminology students from the Philippine College of Health Sciences (PCHS) and Universidad de Manila (UM) participated in the study. Snowball sampling was applied to reach qualified respondents efficiently. Data were gathered through a self-administered Likert-scale survey and official academic records for the first semester of the school year 2024–2025.

Results revealed a moderate level of faculty approachability in both schools, with School A scoring slightly higher across all dimensions. Academic performance data showed that most students fell within the "Fair" to "Satisfactory" categories, with no respondents reaching the "Excellent" or "Outstanding" levels. A significant positive correlation ($r = 0.614$, $p < 0.001$) was found between faculty approachability and academic performance, indicating that more accessible, communicative, and supportive faculty behaviors contribute to higher student achievement. Based on these findings, an evidence-based set.

Keywords: Perception of Faculty Approachability, Effect of Academic Performance, Criminology Students.

INTRODUCTION

Faculty approachability has emerged as a pivotal factor in enhancing student academic performance globally. Accessible and approachable faculty foster an environment where students feel encouraged to ask questions, seek clarification, and engage in meaningful academic discussions. Research across various educational contexts indicates that when faculty members exhibit openness, empathy, and willingness to assist, students demonstrate higher motivation, improved critical thinking, and better overall academic outcomes. Lee (2021) explains that in many Western educational systems, approachable instructors play a crucial role in creating a collaborative learning environment, which is directly linked to improved student performance. Similarly, Kim and Park (2022) found that accessible faculty help break down barriers between students and educators, leading to increased classroom participation and enhanced academic success (Mallillin, & Rapsing, 2025). Transitioning to the national context, the role of faculty approachability in the Philippines has gained increasing attention. Filipino higher education institutions are witnessing a shift from traditional teacher-

centered pedagogy to more student-centered learning models (Mallillin, et al. 2023, pp. 41-52). This evolution is in response to a growing recognition that a supportive and approachable faculty is essential for addressing the diverse needs of Filipino students. Dela Cruz and Reyes (2023) have noted that students in the Philippines value instructors who are not only knowledgeable but also readily available to provide guidance outside of the classroom. This accessibility is seen as a key element in fostering academic confidence and resilience among students. Furthermore, Tan and Lim (2020) emphasize that in a culturally diverse environment like the Philippines, the ability of faculty to communicate effectively and empathetically significantly contributes to students' academic engagement and performance (Mallillin, 2022, pp. 99-121).

Despite the recognition of the importance of faculty approachability, several research gaps remain. Firstly, much of the existing literature is derived from studies conducted in Western or other non-Asian contexts, leaving a gap in understanding how cultural factors unique to the Philippines influence the dynamics of student-faculty

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interactions. Secondly, while qualitative studies abound, there is a scarcity of quantitative research that directly links faculty approachability with measurable academic performance indicators in Filipino institutions (Mallillin, et al. 2021). Thirdly, recent educational reforms in the Philippines have introduced new teaching methodologies, yet few studies have examined how these changes impact faculty approachability and its subsequent effect on student learning outcomes. Finally, limited longitudinal studies make it difficult to ascertain the long-term benefits of fostering a more approachable faculty culture in the higher education sector (Mallillin, & Lopez, 2024, pp. 97-108).

Addressing these gaps is critical. Further research is needed to develop a robust framework that quantitatively measures the influence of faculty approachability on academic performance in the Philippines. Such studies could provide valuable insights for policymakers and educational leaders aiming to improve teaching practices and student success rates (Mallillin, & Laurel, 2022). It examines the focus of instructional management systems on the perception of approachable faculty toward academic performance of criminology students. It identifies the competency of the management system of faculties handling criminology students as to academic performance, teaching learning outcome, student centered learning, and the process of teaching strategy. It shows that academic goals and activities depend on the faculty approachability in teaching and learning sequence (Mallillin, 2023).

The significance of faculty approachability in both global and local contexts cannot be understated. Bridging the research gap with targeted studies in the Philippines will not only validate the positive impacts observed internationally but also tailor interventions to meet local educational challenges. These insights will inform best practices that enhance student engagement and academic success, ultimately contributing to more effective and responsive higher education systems. It measures the performance of approachability faculty on their skills and competency level in dealing with students as centers of learning. It involves challenges on technical innovation in shaping and molding the young minds. It examines the competency performance and skills of faculty in terms of action, management, strategy, teamwork, administration, planning, and communion (Mallillin, & Mallillin, 2019).

STATEMENT OF THE PROBLEM

This study determines students' perceptions of faculty approachability and its effect on academic performance. Specifically, it answered the following questions:

1. What are the prevailing perceptions of faculty approachability among students in terms of
 - 1.1 accessibility
 - 1.2 communication style, and
 - 1.3 overall supportiveness?
2. What is the students' academic performance of criminology among the respondents ?
3. Is there a significant relationship between faculty approachability and student's academic performance?

Hypothesis

There is no significant relationship between faculty approachability and student's academic performance.

Research Design

The research design of this study is a descriptive quantitative correlational method which aims to describe the prevailing perceptions of faculty approachability and examine its relationship with students' academic performance. The design is appropriate for identifying and analyzing patterns, relationships, and associations between variables without manipulating them. According to Creswell (2014), a correlational design is used when the goal is to measure the degree of association between two or more variables in a natural setting. In this study, the descriptive component allowed the researcher to summarize student perceptions regarding faculty accessibility, communication style, and overall supportiveness. Meanwhile, the correlational aspect enabled the examination of whether a statistically significant relationship existed between faculty approachability and the academic performance of first-year Criminology students. The design is suitable because it provides both a snapshot of how students viewed faculty approachability and an analysis of its possible influence on academic outcomes. It also supported the use of a researcher made questionnaire and official academic records, allowing the researcher to generate quantitative data to draw meaningful conclusions. Overall, the descriptive correlational design effectively captured the interplay between perceptions and performance, aligning with the study's objectives and maintaining methodological rigor.

Locale and Population of the Study

The study is conducted at the National Capital Region (NCR) of the Philippines. The study targets selected schools and universities offering the Bachelor in Criminal Justice degree program. The NCR, a dynamic urban setting with a diverse student body, is ideal for examining academic experiences within higher education. The population comprises students enrolled in the Criminal Justice program whose perceptions of faculty approachability and its impact on academic performance are central to this investigation. By focusing on institutions in the NCR, the research aims to capture varied experiences and insights, reflecting both the academic rigor and unique challenges inherent in urban educational environments.

Respondents of the Stud

The respondents of the study are the selected students

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enrolled in the Bachelor of Criminal Justice degree program at Philippine College of Health Sciences (PCHS) Inc. and University of Manila (UM) in the National Capital Region (NCR) of the Philippines. A representative sample of seventy (70) from PCHS and seventy-three (73) from UM were chosen from these institutions to ensure diverse perspectives. They are selected through purposive sampling to ensure a varied representation of academic backgrounds and experiences. The study consisted of One Hundred Forty Three (143) respondents only.

Sampling Techniques

The researcher utilized the snow ball technique in gathering data. Snowball sampling is a non-probability sampling technique where existing study participants help recruit future participants from among their peers or networks. This method is especially useful when targeting specific populations that may not be easily accessible or when a

sampling frame is not readily available (Naderifar, et al. 2017). In the context of this study, which purposely selected Criminology students from selected higher education institutions, the snowball technique served as a practical strategy to identify and reach participants who meet the specific criteria being currently enrolled in the Bachelor of Science in Criminology program. This technique is applicable to the present study as it allowed the researcher to initiate contact with a few students known to be enrolled in the Criminology program. These initial participants then referred their classmates and peers, expanding the sample organically while still aligning with the study's purposive sampling framework. Snowball sampling was especially valuable in this case because it facilitated access to a wider and more diverse set of student respondents without relying solely on institutional directories. It also helped build trust and willingness among participants, as referrals often come with a degree of peer credibility and reassurance.

RESULTS

What are the prevailing perceptions of faculty approachability among students in terms of accessibility, communication style, and overall supportiveness?

Table 1. Perceptions of Approachability in Terms of Accessibility

	ACCESSIBILITY	PCHS		UM	
		WM	VI	WM	VI
1	I can easily approach my faculty during designated office hours.	3.52	SA	3.48	A
2	Faculty maintain flexible office hours that accommodate my schedule.	2.48	A	2.36	DA
3	I have received timely responses from my faculty via email or messaging.	3.36	A	2.48	DA
4	Faculty are available on multiple platforms (in-person, email, chat) when I need help.	3.74	SA	3.24	A
5	I have been able to schedule one-on-one meetings with my faculty when needed.	4.00	SA	3.36	A
	OVERALL WEIGHTED MEAN	3.42	Moderate Level of Approachability	2.98	Moderate Level of Approachability

Table 1 presents the weighted means and verbal interpretations of students' perceptions of faculty approachability in terms of accessibility in two selected Criminology schools (PCHS and UM). The findings reveal a noticeable contrast in the perceived accessibility of faculty between the two institutions.

In **PCHS**, the overall weighted mean is **3.42**, interpreted as *Moderate Level of Approachability* (MLA), with a general agreement among students that their faculty are accessible. Notably, the highest-rated item was Item 5 ("I have been able to schedule one-on-one meetings with my faculty when needed") with a perfect score of 4.00, interpreted as *Strongly Agree*, suggesting a high degree of personalized academic support. Likewise, Items 1, 4, and 5 all fall within the *Strongly Agree* range, emphasizing that students in PCHS

find their faculty highly accessible during office hours and across multiple platforms.

Conversely, **UM** recorded a lower overall weighted mean of **2.98**, still within the *Moderate Level of Approachability*, but significantly lower than PCHS's. This suggests inconsistencies in accessibility, as reflected in Item 2 ("Faculty maintain flexible office hours...") and Item 3 ("I have received timely responses..."), which fell into the *Disagree* range with means of 2.36 and 2.48, respectively. These results highlight a gap in faculty responsiveness and schedule flexibility in UM, which may hinder student support and interaction.

The difference in accessibility ratings may impact students' academic behaviors and outcomes. As Jones (2020) and Taylor (2019) emphasized, faculty accessibility promotes

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student engagement and academic confidence, while delayed responsiveness and limited availability contribute to academic frustration and reduced performance. Moreover, Wilson (2021) found that timely communication and multi-platform access improve student satisfaction and foster a supportive learning environment—elements clearly more prevalent in PCHS than UM.

These results align with **Self-Determination Theory (Deci G Ryan, 1985)**, which posits that satisfying the need for relatedness (such as feeling connected and supported by faculty) enhances intrinsic motivation and academic

performance. The higher accessibility ratings in PCHS suggest that its faculty practices better meet this psychological need, likely contributing to more positive academic experiences.

In conclusion, while both schools demonstrate a moderate level of approachability in terms of accessibility, **PCHS significantly outperforms UM** in key areas, particularly in one-on-one support and multi-platform availability. These findings underscore the need for UM to enhance faculty accessibility practices, such as establishing flexible consultation hours and improving responsiveness, to create a more supportive academic environment.

Table 2. Perceptions of Approachability in Terms of Communication Style

	COMMUNICATION STYLE	PCHS		UM	
		WM	VI	WM	VI
1	Faculty explain course material in a clear and understandable way.	3.42	A	3.36	A
2	Faculty use a friendly and inviting tone during lectures.	3.42	A	3.52	SA
3	Faculty encourage questions and discussions during class.	3.54	SA	2.86	A
4	I observe that faculty actively listen to students during class discussions.	3.54	SA	3.76	SA
5	Faculty provide constructive feedback that helps me improve my understanding of the subject.	3.54	SA	3.76	SA
	OVERALL WEIGHTED MEAN	3.49	Moderate Level of Approachability	3.45	Moderate Level of Approachability

Table 2 presents the students' perceptions of faculty approachability based on **communication style**, comparing responses from two Criminology schools—PCHS and UM. The analysis focuses on five items that reflect how faculty interact with students through clarity, tone, engagement, listening, and feedback. The overall weighted mean is **3.46** for PCHS and **3.45** for UM, both falling under *Moderate Level of Approachability* (MLA), suggesting that while communication styles are generally effective, there is still room for improvement in both institutions.

In **PCHS**, three items (Items 3, 4, and 5) received a *Strongly Agree* rating, particularly for encouraging classroom discussions, active listening, and providing constructive feedback (all at 3.54). These results imply that students perceive their faculty as engaged communicators who foster a participative learning environment. The remaining two items (Items 1 and 2) scored 3.42, interpreted as *Agree*, indicating relatively consistent yet slightly less pronounced satisfaction with clarity of instruction and tone of delivery.

In **UM**, the highest scores were in Item 4 and Item 5 (both at 3.76, *Strongly Agree*), indicating very positive perceptions of faculty listening skills and feedback quality. However, Item 3 received a notably lower mean of 2.86 (*Agree*), pointing to a possible gap in encouraging open classroom dialogue and interaction. This suggests that while faculty are perceived

as good listeners and responsive in feedback, they may be less proactive in initiating discussions or facilitating student engagement during lectures.

These findings are supported by Moore (2020) and Clark (2023), who emphasized that effective communication—especially in the form of clear instruction, supportive tone, and constructive feedback—greatly enhances student comprehension and academic motivation. Martin (2019) also highlighted that open classroom communication builds student confidence and promotes active learning. The differences between the schools suggest that **UM excels in receptive communication** (listening and feedback), while **PCHS demonstrates strength in participatory communication** (encouraging discussion and dialogue).

This pattern aligns with Self-Determination Theory (Deci C Ryan, 1985), particularly in fulfilling the need for **competence and relatedness**. Faculty who use effective and empathetic communication help students feel both capable and connected key elements for fostering intrinsic motivation and academic performance.

In conclusion, both PCHS and UM show moderately high levels of approachability in terms of communication style, with each institution demonstrating particular strengths.

PCHS fosters interactive dialogue, while UM emphasizes

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attentive listening and feedback. To further enhance approachability, both schools may benefit from faculty development programs that integrate both proactive

and responsive communication strategies, ensuring that all dimensions of effective classroom interaction are addressed.

Table 3. Perceptions of Approachability in Terms of Overall Supportiveness

	OVERALL SUPPORTIVENESS	PCHS		UM	
		WM	VI	WM	VI
1	Faculty show genuine interest in my academic progress and personal growth.	3.54	SA	3.68	SA
2	Faculty offer help beyond the standard curriculum when I face difficulties.	2.66	A	2.46	DA
3	I feel that faculty create a welcoming and inclusive classroom environment.	3.82	SA	2.52	A
4	Faculty make an effort to support me when I encounter academic challenges.	2.52	A	2.52	A
5	I observe that faculty ensure all students are included in classroom discussions.	3.86	SA	3.48	A
	OVERALL WEIGHTED MEAN	3.28	Moderate Level of Approachability	2.93	Moderate Level of Approachability

Table 3 presents student perceptions of **faculty approachability in terms of overall supportiveness**, comparing the responses from PCHS and UM. This dimension evaluates how well faculty provide academic and emotional support, show concern for students' growth, and foster an inclusive learning environment. The overall weighted mean for **PCHS** is **3.28**, while **UM** scored **2.93**, both falling under the *Moderate Level of Approachability* (MLA). However, the lower mean in UM suggests a more inconsistent perception of faculty supportiveness compared to PCHS.

In **PCHS**, the highest-rated item is Item 5 ("Faculty ensure all students are included in classroom discussions") with a weighted mean of 3.86, interpreted as *Strongly Agree*, followed closely by Item 3 ("Faculty create a welcoming and inclusive classroom environment") with 3.82. These scores indicate that students perceive their faculty as creating an open, respectful, and engaging academic atmosphere. Additionally, Item 1 also scored highly (3.54, *SA*), reflecting strong faculty interest in students' academic and personal development. However, lower scores on Item 2 (2.66, *Agree*) and Item 4 (2.52, *Agree*) suggest less consistency in providing direct academic support beyond curriculum requirements and during academic struggles.

UM, on the other hand, shows a more mixed perception. While Item 1 and Item 5 were rated positively (3.68 and 3.48, respectively), Item 2 received the lowest score (2.46, *Disagree*), indicating that students rarely receive assistance beyond course requirements. Item 3 (Welcoming Environment) also scored low at 2.52, suggesting gaps in

inclusivity and faculty sensitivity. These inconsistencies may hinder student confidence and learning satisfaction.

According to Walker (2019) and Rodriguez (2020), overall faculty supportiveness significantly contributes to reducing student anxiety and improving academic performance. When students feel supported emotionally and academically, they are more likely to persist through challenges and stay engaged in learning. Allen (2022) further emphasized that support beyond instruction such as mentoring and encouragement strengthens resilience and deepens learning outcomes.

From the lens of **Self-Determination Theory (Deci G Ryan, 1985)**, faculty support satisfies the psychological needs of **relatedness and competence**, both crucial for promoting intrinsic motivation. PCHS's higher scores in inclusivity and personal concern indicate a stronger alignment with these needs, while UM's lower ratings suggest unmet needs, possibly affecting student motivation and academic performance.

In conclusion, while both schools reflect a *moderate* level of approachability in terms of overall supportiveness, **PCHS demonstrates greater consistency and strength**, particularly in fostering inclusivity and showing personal concern. **UM should focus on enhancing personalized academic support and creating a more welcoming classroom climate** to improve faculty-student relationships and educational outcomes. Faculty development programs and mentoring initiatives could help address these support gaps and elevate the student learning experience.

What is the students' academic performance of criminology among the respondents?

Table 4. Students' Academic Performance

Academic Performance	Adjectival Description	PCHS Frequency	UM Frequency
99 – 100	Excellent	0	0
92 – 98	Outstanding	0	0
86 – 91	Very Satisfactory	14	11
80 – 85	Satisfactory	19	23
76 - 79	Fair	21	18
75	Passed	16	21
TOTAL		70	73

Table 4 presents the academic performance of Criminology students from the Philippine College of Health Sciences (PCHS) and University of Manila (UM) during the second semester of school year 2024–2025. The results show that no student from either institution achieved the 'Excellent' (99–100) or 'Outstanding' (92–98) categories. The majority of students at PCHS fell within the 'Fair' (76–79) and 'Satisfactory' (80–85) categories, with 21 and 19 students, respectively, while UM had a slightly higher concentration in the 'Satisfactory' range (23 students), followed by 21 students who received a passing mark of 75. Only a small portion from each school—14 in PCHS and 11 in UM—reached the 'Very Satisfactory' category (86–91), suggesting that while a moderate level of academic performance exists, there is room for considerable improvement.

Academic performance is closely linked to several factors, among which faculty approachability plays a critical role. According to Harris (2020), students who perceive their instructors as accessible and supportive tend to demonstrate higher academic achievement due to reduced anxiety and increased motivation. Similarly, Sanchez (2019) emphasized that frequent and positive faculty-student interactions contribute to better comprehension and retention of course material. These findings are aligned with Self-Determination Theory (Deci C Ryan, 1985), which posits

that fulfilling students' psychological needs for relatedness and competence enhances their academic engagement. In the current study, the moderate levels of performance mirror earlier findings on the moderate levels of perceived approachability across the dimensions of accessibility, communication style, and supportiveness. Therefore, to raise academic performance, it is essential for institutions to invest in faculty development programs that promote more approachable teaching practices, strengthen supportive behaviors, and foster inclusive classroom environments. As Clark (2023) suggested, such initiatives can directly improve learning outcomes and help more students progress into higher achievement categories.

Is there a significant relationship between faculty approachability and student's academic performance?

The study examined the relationship between faculty approachability and student academic performance among first-year Criminology students. Faculty approachability was assessed through a 15-item researcher-made questionnaire covering three domains: Accessibility, Communication Style, and Overall Supportiveness. Student academic performance was measured using official second-semester Midterm grades for the school year 2024–2025. Pearson's correlation coefficient was calculated to determine the strength and direction of the relationship between these variables.

Table 5. Correlation Between Faculty Approachability and Students' Academic Performance

Variables	r-value	p-value	Interpretation
Faculty Approachability C Academic Performance	0.614	0.000	Significant Relationship

The computed Pearson correlation coefficient ($r = 0.614$, $p = 0.000$) indicates a **moderate positive and significant relationship** between faculty approachability and students' academic performance. This result suggests that as students perceive their faculty to be more approachable—specifically in terms of accessibility, communication style, and overall supportiveness—their academic performance also tends to improve.

This finding is consistent with Harris (2020), who emphasized that faculty members who are available, responsive, and supportive contribute significantly to

students' academic success by enhancing their confidence and reducing academic anxiety. Similarly, Adams (2021) found that faculty approachability not only improves classroom engagement but also encourages students to seek academic assistance, leading to better comprehension and performance. The current result also supports Deci and Ryan's Self-Determination Theory (1985), which highlights the importance of relatedness a sense of connection with others as a fundamental psychological need that boosts motivation and academic persistence.

Furthermore, the significant correlation validates the central

premise of the study: faculty-student dynamics play a crucial role in academic achievement. Institutions, therefore, are encouraged to implement faculty development initiatives aimed at fostering more approachable teaching practices. As Clark (2023) noted, when educators are trained to be more communicative and emotionally supportive, students feel safer and more motivated in academic environments, ultimately leading to improved academic outcomes.

CONCLUSION

1. The study's findings underscore the significant role of faculty approachability encompassing accessibility, communication style, and overall supportiveness in enhancing student engagement and academic performance. Implementing targeted faculty development programs that focus on these areas can further strengthen faculty-student relationships, thereby fostering a more supportive and effective learning environment.

2. The analysis of Criminology students' academic performance at the Philippine College of Health Sciences (PCHS) and University of Manila (UM) indicates that most students achieved 'Fair' to 'Satisfactory' ratings, with fewer attaining 'Very Satisfactory' results, and none reaching the 'Excellent' or 'Outstanding' categories. This pattern suggests a moderate level of academic achievement, pointing to areas needing enhancement. Research indicates that factors such as effective study habits, faculty instruction quality, and accessible academic resources significantly influence student performance. Implementing targeted interventions in these areas could lead to improved academic

3. The study's findings underscore the significant role of faculty approachability in enhancing student engagement and academic performance. A moderate positive correlation ($r = 0.614$, $p < 0.001$) was observed between faculty approachability and students' academic outcomes, indicating that as students perceive their instructors as more accessible and supportive, their academic achievements tend to improve. This aligns with research indicating that faculty support positively influences students' academic motivation and success. Therefore, it is recommended that educational institutions prioritize faculty development programs aimed at fostering approachability, thereby promoting an environment conducive to student success.

4. The implementation of evidence-based best practices in faculty approachability is crucial in fostering student engagement, motivation, and academic success. By promoting accessible, communicative, and supportive faculty behaviors, higher education institutions can create a learning environment that nurtures strong faculty-student relationships and meaningful academic growth.

RECOMMENDATION

1. To enhance faculty approachability and bolster student academic performance, it is recommended

that institutions implement comprehensive faculty development programs focusing on effective communication strategies, including active listening and clear, empathetic interactions. Additionally, establishing structured peer mentoring initiatives can provide students with relatable guidance and support, fostering a more inclusive and supportive academic environment.

2. To enhance student academic performance, it is recommended that institutions implement faculty development programs focusing on improving approachability through effective communication, accessibility, and supportive teaching practices, as such initiatives have been shown to increase student retention and success.
3. To enhance student academic performance, it is recommended that institutions implement faculty development programs focusing on improving approachability through effective communication, accessibility, and supportive teaching practices, as such initiatives have been shown to increase student retention and success.
4. It is recommended that higher education institutions adopt and institutionalize evidence-based practices that enhance faculty approachability such as flexible accessibility, effective communication, and inclusive support to strengthen student engagement and academic performance.

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