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Perception of Veterinary Students on Personal, Academic and Psychological Factors in Bulacan, Philippines

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ABSTRACT In this descriptive-analytic study, the factors that may have a relationship with the academic performance of veterinary students were explored. Everyone from 258-student population in a public college in the Philippines was invited, with 181 (70.16%) validated responses. An online survey gathered data on their demographic profile and perception on Likert scale statements under personal, curricular and psychological dimensions. In personal factors, respondents believe they have adequate diet, time management, financial resources, and family communication, but have non-conducive living conditions and unreliable internet. In academic factors, they show strong academic engagement and receive adequate curricular and institutional support. For psychological factors, they have firm motivation and optimism for their goals. Male students perceived their living conditions, sleep adequacy, and anxiety to be better compared to female students. These findings imply the need for institutional policies aimed at strengthening digital infrastructure and establishing structured well-being programs for veterinary students.

INTRODUCTION

According to the policies, standards and guidelines for Doctor of Veterinary Medicine from the Commission on Higher Education (CHED) of the Philippines, under the CHED Memorandum Order (CMO) No.1, series of 2018, the Doctor of Veterinary Medicine (DVM) program is a professional course involved in the prevention, diagnosis, treatment and control of diseases of animals, including terrestrial and aquatic animals. The CMO describes the curriculum as composed of six years, consisting of one year for general education courses and five years for professional veterinary courses. With its scope of required courses and length of schooling, the DVM program is one of the most demanding collegiate programs in the Philippines and in the world (Grakh et al. 2022; Islam et al. 2025). This program has become even more challenging because of increased societal demands for skilled and trained veterinarians (Espinosa Garcia-San Román et al. 2023).

The DVM program is a new curricular offering in Bulacan Agricultural State College (BASC), which is located in the municipality of San Ildefonso, province of Bulacan, Central Luzon region, Philippines. This degree program was offered for the first time in August 2020 (1st semester of academic year 2020-2021), during the height of the COVID pandemic, and started with two class sections of first-year students who were chosen based on their high school grades and interest in taking the program. In the current academic year (2025-2026), the first batch is already set to graduate, but their number constitutes less than 20 percent of the initial number of students. The low completion rate of the first graduating batch may be partly due to the strict retention policy that the BASC Institute of Veterinary Medicine implements, wherein students with a high percentage of failing units at the end of successive semesters are forced to shift to other programs. In terms of the individual profiles and experiences of the veterinary stu-

dents, however, this institution has not yet studied the possible factors that may be associated with the students' learning and performance.

Research on factors influencing veterinary students' education is limited, specifically on personal or non-cognitive factors (Muca et al. 2023). Veterinary education is experiencing huge transformations, and interventions in the individual to group and organisational levels can help improve the performance and well-being of veterinary students (Corrigan et al. 2025) and make them more career-ready for a broader range of patients and clients (Moore et al. 2022). Hence, this study was conducted to explore the possible factors that may be associated with learning and academic performance of veterinary students. The results may provide insights into possible institutional policy and curricular reforms in veterinary schools, for students' well-being and successful completion of the DVM program.

Objectives of the Study

The study aimed to describe the socio-demographic profile of veterinary students, to determine their perceived experience on personal, academic, and psychological factors that may be associated with learning and academic performance, and to compare these perception scores across student characteristics.

METHODOLOGY

Research Design and Instrument

This institutionally-approved study used a descriptive-analytic research design and invited all students enrolled in the Institute of Veterinary Medicine of Bulacan Agricultural State College (BASC), Bulacan, Philippines, to participate in an online survey in November to December 2025. A total of 203 students from all six year-levels participated, and 181 provided valid and complete responses, representing 70.16 percent of the 258-student population. This study formed part of a nationally approved veterinary student survey that received ethical clearance from the Local Research Ethics Committee (Approval No. DB-2025-002) of Cebu Technological University, Cebu, Philippines, using only the dataset collected from BASC for analysis.

The survey questionnaire was comprised of two sections for demographic and academic profile, and Likert statements relating to personal, curricular, and psychological factors that may influence academic performance in veterinary medicine, using a 4-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). The questionnaire was pre-tested, undergoing face validation and internal reliability analysis. Assessing per item and per domain revealed good internal consistencies, with an overall Cronbach's alpha of 0.854 (Bland and Altman 1997; Gliem and Gliem 2003; Taber 2018).

Data Analysis

All data analyses were conducted using R statistical software (version 2024.09.0+375) (R Core Team 2024). The workflow included data import (readxl), manipulation and reshaping (dplyr, tidyr, tidyverse), and creation of summary tables (gtsummary, flextable, officer). Correlation analyses were performed using Hmisc, while statistical tests were conducted with FSA, rcompanion, and built-in R functions (wilcox.test, kruskal.test) for descriptive and inferential statistics. Results were exported to Microsoft Excel using writexl and openxlsx. Perception scores were interpreted based on the computed mean, as 3.26-4.00 – Strongly Agree, 2.51-3.25 – Agree, 1.76-2.50 – Disagree, and 1.00-1.75 – Strongly Disagree.

Associations for ordinal perception scores derived from Likert-scale items were tested using nonparametric tests because of violations of normality. Specifically, the Mann-Whitney U test was used to compare two groups (sex), and the Kruskal-Wallis H test was used to compare more than two groups (year level and age range). Statistically significant Kruskal-Wallis results were followed by post hoc pairwise comparisons using the Wally method to identify which groups differed. Statistical significance was set at $p < 0.05$.

RESULTS

Socio-demographic Profile of Veterinary Students

Table 1 presents the socio-demographic profile of 181 veterinary student respondents, show-

Table 1: Profile of veterinary students surveyed about personal, academic and psychological factors affecting their academic performances in Bulacan Agricultural State College (December 2025)

Characteristic	*Classification*	*Frequency (N = 181)*	*Percentage (%)*
Sex	Male	48	26.5
	Female	133	73.5
Age	18-21	114	63.0
(Mean ± SD: 20.95 ± 2.64)	22-24	57	31.5
	25 and above	10	5.5
Student Category	Regular	157	87.0
	Irregular	24	13.0
No. Of Years At Current School	1	40	22.1
	2	34	18.8
	3	30	16.6
	4	31	17.1
	5	20	11.0
	6	26	14.4
Previous Semester's GPA In Veterinary Medicine	Above 1.5	10	5.5
	1.5 to 2.0	58	32.0
	2.1 to 2.5	48	26.5
	2.6 to 3.0	24	13.3
	NA (new student)	41	22.7
Current year level category	1st and 2nd year	73	40.3
	3rd and 4th year	69	38.1
	5th and 6th year	39	21.6
High School Category	Private	60	33.1
	Public	121	66.9
High School Grade Point Average (GPA)	75.00 to 79.99	1	0.6
	80.00 to 84.99	6	3.3
	85.00 to 89.99	29	16.0
	90.00 to 94.99	111	61.3
	Above 95.00	34	18.8
Monthly Household Income (in PhP)	10,000 and below	45	24.9
	10,001 to 20,000	51	28.2
	20,001 to 40,000	49	27.1
	40,001 to 60,000	23	12.7
	60,001 and above	13	7.1
Mother's Highest Educational Attainment	Elementary	27	14.9
	High School	69	38.1
	Vocational/Technical	5	2.8
	College Undergraduate	3	1.7
	Bachelor's Degree	74	40.9
	Graduate Degree	2	1.1
	Not Applicable	1	0.6
Father's Highest Educational Attainment	Elementary	27	14.9
	High school	68	37.6
	Vocational/Technical	4	2.2
	College level	1	0.6
	Bachelor's Degree	75	41.4
	Graduate Degree	4	2.2
	Not applicable	2	1.1
Current Academic Loan	Yes	4	2.2
	No	177	97.8
Current Academic Scholarship	Yes	52	28.7
	No	129	71.3
Past Academic Scholarship	Yes	84	46.4
	No	97	53.6

ing that they were mostly female (73%) and relatively young (mean age of 20.95 ± 2.64 years). Most respondents were regular students (87%), primarily in their 1st-2nd year (40%) or 3rd-4th year (38%), and with grades at 2.0 and above (37.5%). The majority attended public high schools (66%),

and most had a high school General Point Average of 90.00-94.99 (61%). Most students came from poor to lower-middle-income households (80% had a monthly income of ± 40,000 or below). Many reported that both of their parents had a bachelor's degree (41%) or at least a high school education (38%). Almost all students had no academic loan (98%), and most did not have a current scholarship (71%), but since the school is state-funded, students already enjoy free tuition and other related fees.

Perception on Personal, Curricular and Psychological Dimensions

Table 2 presents the distribution of students' perceptions across personal, academic, curricular and psychological dimensions. In the personal dimension, the statements that received "strongly agree" responses were P1 (has adequate financial resources) with a mean of 3.27, and P2 (travelling time affects study schedule) with 3.41. The respondents generally said they "agree" to P3 (maintains balanced diet), P9 (has regular communication with family), and P10 (manages time to balance personal and academic duties) with computed means of 2.93, 2.76, and 2.67, respectively. Meanwhile, they "strongly disagree" to P4 (has time for physical exercise) with mean of 1.55, and "disagree" to P5 (engages in part-time work to support financial needs), P6 (has reliable internet and technology), P7 (has conducive living conditions) and P8 (has sufficient nightly sleep) with the respective means of 2.25, 2.50, 2.10, and 1.83.

In the academic or curricular dimension, the highest ratings interpreted as "strongly agree" were for A1 (attends class regularly) with a mean of 3.77, and A2 (collaborates effectively with classmates) with a mean of 3.66. The other eight statements obtained an "agree" interpretation, with their means ranging from 3.24 to 2.87. The statements with higher than 3.00 mean were A7 (instruction medium and strategies allow good learning), A9 (quality of instruction meets learning needs), A5 (has access to library materials), A3 (joins student organisations), A4 (laboratory facilities meet requirements), and A8 (participates in hands-on training). The two remaining statements, which had a lower than 3.00 mean but were still interpreted as "agree" were A6 (receives timely feedback from instructors) and A10 (has access to academic support services).

In the psychological dimension, students showed generally positive responses, particularly with "strongly agree" ratings in Ps10 (feels family support) with a mean of 3.62, Ps7 (motivated to pursue career) at 3.55, and both Ps8 (has positive academic outlook) and Ps9 (feels supported by peers) at 3.48. Half of the statements in this dimension obtained an "agree" interpretation, specifically for Ps1 (confidently handles animals), Ps3 (feels competent in making clinical decisions), Ps4 (manages academic stress), Ps5 (maintains emotional stability when dealing with animal distress), and Ps6 (handles challenges associated with animal suffering or welfare). The students also disagreed with the negative statement in Ps2 (experiences practical demonstration anxiety), with a mean of 2.45.

Comparison of Perception Scores Across Student Characteristics

Variables with statistically significant differences ($p<0.05$) in perception scores across three student characteristics, namely sex, year level, and age, are summarised in Table 3. The comparison by sex showed that female students reported lower agreement with P7 (has conducive living conditions) (1.99) and P8 (has sufficient nightly sleep) (1.71) than males (2.40 and 2.19, respectively). Female students also reported higher agreement for Ps2 (experiences anxiety in practical demonstrations) (2.55) than male students (2.17). In contrast, male students reported slightly higher agreement on Ps6 (handles emotional challenges related to animal welfare) (3.29) than females (3.05).

Among the student characteristics examined, year level showed the greatest number of perception differences across the three dimensions. In the personal dimension, 1st-2nd year students reported higher perceptions for P6 (has reliable internet and technology) (2.70) and P7 (has conducive living conditions) (2.36) compared with other year levels. Meanwhile, 3rd-4th year students reported the lowest mean score for P6 (has reliable internet and technology) (2.25), P7 (has conducive living conditions) (1.88), and P8 (has sufficient nightly sleep) (1.55), but the highest

Table 2: Veterinary students' perception of personal (P), academic (A) and psychological (Ps) factors at Bulacan Agricultural State College, Philippines (December 2025)

Code	*Statement*	*Percentage distribution (%)*					
		1- Highly	*2- Disagree*	*3-Agree*	*4-Highly*	*Mean± SD*	*Interpretation*
P1	I have adequate financial resources to support my veterinary medicine education expenses.	2.21	8.84	**49.17**	39.78	3.27 ± 0.71	Strongly agree
P2	My daily commute/traveling time to the veterinary school affects my study schedule.	3.31	7.73	33.15	**55.8**	3.41 ± 0.77	Strongly agree
P3	I maintain a balanced diet that supports my academic activities.	3.87	27.07	**40.88**	28.18	2.93 ± 0.84	Agree
P4	I allocate specific time for physical exercise despite my academic workload.	**69.61**	14.36	7.18	8.84	1.55 ± 0.96	Strongly disagree
P5	I engage in part-time work to support my educational needs.	**34.25**	23.76	24.31	17.68	2.25 ± 1.11	Disagree
P6	I have reliable internet connectivity and access to necessary technology devices for my studies.	14.92	33.7	**38.12**	13.26	2.50 ± 0.90	Disagree
P7	My living conditions are conducive to studying veterinary medicine.	30.39	**38.67**	21.55	9.39	2.10 ± 0.94	Disagree
P8	I get sufficient sleep (7–8 hours) during academic days.	**45.86**	32.04	14.92	7.18	1.83 ± 0.93	Disagree
P9	I maintain regular communication with my family about my academic progress.	9.94	30.94	**32.04**	27.07	2.76 ± 0.96	Agree
P10	I have adequate time management skills to balance personal and academic responsibilities.	6.08	33.7	**47.51**	12.71	2.67 ± 0.77	Agree
A1	I maintain regular attendance in both lecture and laboratory classes.	0	2.21	18.23	**79.56**	3.77 ± 0.47	Strongly agree
A2	I collaborate effectively with classmates during group work.	0.55	1.66	28.73	**69.06**	3.66 ± 0.54	Strongly agree
A3	I participate in veterinary medicine student organisations and academic groups.	11.05	13.81	23.2	**51.93**	3.16 ± 1.04	Agree
A4	The veterinary school's laboratory facilities meet the requirements for practical learning.	2.21	16.57	**46.96**	34.25	3.13 ± 0.76	Agree
A5	I have access to updated veterinary medicine learning materials in the library.	2.21	14.36	**43.65**	39.78	3.21 ± 0.77	Agree
A6	I receive timely feedback from instructors on my academic performance.	3.31	23.76	**45.3**	27.62	2.97 ± 0.81	Agree
A7	The medium and strategy of instruction used in my veterinary classes are sufficient to allow a good learning experience.	1.1	12.15	**48.07**	38.67	3.24 ± 0.70	Agree

Table 2: Contd...

Code	*Statement*	*Percentage distribution (%)*					
		1- Highly disagree	*2- Disagree*	*3-Agree*	*4-Highly agree*	*Mean± SD*	*Interpretation*
A8	When applicable, I actively participate in hands-on clinical training sessions and/or field experiences with live animals.	9.94	11.05	35.36	**43.65**	3.13 ± 0.97	Agree
A9	The quality of instruction in core veterinary subjects meets my learning needs.	3.31	12.15	**43.09**	41.44	3.23 ± 0.79	Agree
A10	There are academic support services that I can access when needed the most.	4.97	25.97	**46.41**	22.65	2.87 ± 0.82	Agree
PS1	I feel confident handling live animals during practical sessions (when applicable).	3.87	9.94	**55.25**	30.94	3.13 ± 0.74	Agree
PS2	I experience anxiety during veterinary practical demonstrations.	14.92	**37.57**	35.36	12.15	2.45 ± 0.89	Disagree
PS3	I feel competent in making clinical decisions during practical exercises.	4.97	22.65	**58.56**	13.81	2.81 ± 0.73	Agree
PS4	I can effectively manage academic stress and cope well with the pressure of maintaining good academic standing.	6.08	28.18	**49.72**	16.02	2.76 ± 0.79	Agree
PS5	I maintain emotional stability when dealing with animal distress.	2.76	12.15	**60.77**	24.31	3.07 ± 0.69	Agree
PS6	I can handle well the emotional challenges associated with animal suffering or welfare	2.76	10.5	**59.67**	27.07	3.11 ± 0.69	Agree
PS7	I feel motivated to pursue a career in veterinary medicine	2.21	4.97	28.18	**64.64**	3.55 ± 0.69	Strongly agree
PS8	I maintain a positive outlook despite my academic challenges	2.21	8.29	28.73	**60.77**	3.48 ± 0.74	Strongly agree
PS9	I feel supported by my peers in the veterinary program	1.66	6.63	33.7	**58.01**	3.48 ± 0.70	Strongly agree
PS10	I feel supported by my family in the veterinary program	1.1	5.52	23.76	**69.61**	3.62 ± 0.64	Strongly agree

Legend: Perception scores were interpreted based on the computed mean, as follows:
3.26-4.00 – Strongly Agree, 2.51-3.25 – Agree, 1.76-2.50 – Disagree, and 1.00-1.75 – Strongly Disagree

Table 3: Perception on personal, academic, and psychological (PAP) factors by biological sex, year level, and age range among veterinary students at Bulacan Agricultural State College (December 2025)

PAP factor statement	*Type of variable*	*Frequency (n)*	*Mean± SD*	*P-value*
Sex				
P7 (has conducive living conditions)	Male	48	2.4 ± 0.89C”	0.007
	Female	133	1.99 ± 0.94G”	
P8 (has sufficient nightly sleep)	Male	48	2.19 ± 0.91C”	0.001
	Female	133	1.71 ± 0.91G”	
Ps2 (experiences practical demonstration anxiety)	Male	48	2.17 ± 0.86G”	0.011
	Female	133	2.55 ± 0.88C”	
Ps6 (handles animal welfare challenges)	Male	48	3.29 ± 0.71C”	0.019
	Female	133	3.05 ± 0.67G”	
Year Level				
A1 (attends class regularly)	1st and 2nd year	73	3.82 ± 0.45 [b]	0.007
	3rd and 4th year	69	3.84 ± 0.37 [a]	
	5th and 6th year	39	3.56 ± 0.60 [c]	
A3 (joins student organisations)	1st and 2nd year	73	3.03 ± 0.96 [b]	0.001
	3rd and 4th year	69	3.03 ± 1.18 [c]	
	5th and 6th year	39	3.64 ± 0.78 [a]	
A8 (participates in hands-on training)	1st and 2nd year	73	2.85 ± 1.11 [c]	0.008
	3rd and 4th year	69	3.23 ± 0.81 [b]	
	5th and 6th year	39	3.46 ± 0.79 [a]	
P6 (has reliable internet and technology)	1st and 2nd year	73	2.70 ± 0.79 [a]	0.012
	3rd and 4th year	69	2.25 ± 0.96 [c]	
	5th and 6th year	39	2.56 ± 0.91 [b]	
P7 (has conducive living conditions)	1st and 2nd year	73	2.36 ± 0.93 [a]	0.004
	3rd and 4th year	69	1.88 ± 0.98 [c]	
	5th and 6th year	39	2.00 ± 0.79 [b]	
P8 (has sufficient nightly sleep)	1st and 2nd year	73	2.05 ± 0.94 [a]	0.003
	3rd and 4th year	69	1.55 ± 0.80 [c]	
	5th and 6th year	39	1.92 ± 1.04 [b]	
Ps9 (feels supported by peers)	1st and 2nd year	73	3.47 ± 0.71 [b]	0.007
	3rd and 4th year	69	3.64 ± 0.62 [a]	
	5th and 6th year	39	3.23 ± 0.74 [c]	
Age Range				
A1 (attends class regularly)	18-21	114	3.84 ± 0.41 [a]	0.006
	22-24	57	3.70 ± 0.50 [b]	
	25 and above	10	3.40 ± 0.70 [c]	
A3 (joins student organisations)	18-21	114	3.01 ± 1.04 [b]	0.004
	22-24	57	3.49 ± 0.93 [a]	
	25 and above	10	3.00 ± 1.25 [c]	
A8 (participates in hands-on training)	18-21	114	2.96 ± 1.02 [b]	0.007
	22-24	57	3.46 ± 0.71 [a]	
	25 and above	10	3.20 ± 1.23 [c]	

Note: Total N = 181. Only the questions with significant differences ($p < 0.05$) are shown

score for Ps9 (feels supported by peers) (3.64). On the other hand, senior students in the 5th-6th year reported slightly lower strong agreement for A1 (attends class regularly) (3.56) compared with 1st-2nd year (3.82) and 3rd-4th year students (3.84). At the same time, they reported higher mean scores for A3 (joins student organization) (3.64) and A8 (participates in hands-on training) (3.46).

Comparing age groups, the results showed no notable differences across perceptions in the personal and psychological dimensions. Differences in the academic and curricular dimension reflect the earlier findings in the age-group comparison. The 22-24 age group reported higher mean scores for A3 (joins student organisation) (3.49) and A8 (participates in hands-on training) (3.46), compared with the 18-21 group (3.01 and 2.96, respectively) and those aged 25-and-above (3.00 and 3.20). In contrast, younger students aged 18-21 showed the highest mean score for A1 (at-

tends class regularly) (3.84), consistent with their stronger engagement in classroom-based learning during the early stage of the curriculum.

DISCUSSION

Socio-demographic Profile of Veterinary Students

The socio-demographic results suggest that veterinary students are generally young and intellectually capable, and have educated parents. A notable finding is the higher number of female students than male students. This may be influenced by the higher female completion rate in senior high school (74.6%) than in male (64.2%) students, as reported by the Philippine Commission on Women (2025). This also aligns with the findings of Kochkina (2023), who noted the increasing feminisation of veterinary education in Southeast Asia.

Perception on Personal, Curricular and Psychological Dimensions

The findings on personal factors suggest that the veterinary students generally believe they have adequate diet, time management, financial resources, and family communication, concurring with studies that reported how these factors of nutrition (Sahiner et al. 2025), balanced time management (Aufa et al. 2024), and solid financial and social support (Nasr et al. 2024; Islam et al. 2025) promote better well-being and academic performance. Inadequacy in sleep and exercise is common in veterinary students because of the intense academic pressure (Royal et al. 2018a, 2018b). The non-conducive living conditions and unreliable internet and technology can be both a reflection of the financial status of the students, and the institution's and the country's poor internet connectivity, but still call for the provision of better conditions and connectivity in the university.

The results on academic factors indicate that veterinary students show strong academic engagement and participation in learning-related activities. However, responses related to institutional support were mostly rated only as "agree" not "strongly agree", suggesting that while students recognise the availability of facilities, teaching strategies, and academic support, there may still be opportunities to further strengthen these services. These curricular support services can include those in the physical (Khalid and Farid 2025) and socio-psychological environment (Upsher et al. 2022; Cruz-Martinez et al. 2024; Corrigan et al. 2025; Islam et al. 2025).

The results on psychological dimension reflect the strong motivation, optimism, confidence, and enthusiasm of the students, enabling them to have a good academic performance as evidenced by their continued stay in the program. These results concur with studies (Mikkonen and Ruohoniemi 2011; Muca et al. 2023; Bordbar et al. 2025) that showed these positive personal characteristics as strong predictors of academic performance. The adequate social support they receive from family and peers are also likely contributing to their continued stay in the program, because strong social support helps college students to deal with stress and to perform better academically (Drake et al 2017; Islam et al. 2025).

Comparison of Perception Scores Across Student Characteristics

The results on perception scores according to sex suggest that female veterinary students may experience greater academic-related stress and anxiety, while male students tend to report slightly greater confidence in managing emotional challenges. These results concur with findings that there are gender differences among veterinary students, with women having higher stress and anxiety (Reisbig et al. 2012; Karaffa and Hancock 2019; Grakh et al. 2022; Islam et al. 2025).

The higher scores of 1st-2nd year students on personal factors (P6: has reliable internet and technology; P7: has conducive living conditions) is possibly because many of these students still live with their families or in more stable housing arrangements, while more senior students may live independently near the university. The lowest score of 3rd-4th year students on personal factors (P6: has reliable internet and technology; P7: has conducive living conditions; P8: has sufficient nightly sleep) may reflect the increased academic demands of the middle stage of the curriculum, where reduced sleep may be offset by stronger peer support within

the veterinary program. The significantly lower score on living conditions and sleep for students in the 3rd-4th year level also agrees with studies showing that students corresponding to this stage experienced the highest distress (Miller et al. 2015; Drake et al. 2017). The lower score on attendance for 5th-6th year students and higher score on student organisation and participation on hands-on training is expected as senior students spend more time in field practice rather than regular classroom instruction. The pattern in age groups likely reflects that students aged 22-24 are typically in the senior stage of the program, where they have already completed most classroom subjects and are more engaged in field experiences such as internships, clinical rotations, or thesis work. The relatively few (10) respondents in the 25 and above age group are those who are either taking DVM in the institution as a second degree, or have experienced delays in schooling due to family circumstances, and they belong to different year levels in the program. Older age (>35 years) was a negative factor for the academic success of veterinary students in the study of Rush et al. (2022).

CONCLUSION

In order to gain insights into factors that may be influencing the performance and experiences of students in a new veterinary school, the students were asked to show their agreement with statements in personal, academic and psychological dimensions. In terms of personal factors, this study's findings suggest that the veterinary students generally believe they have adequate diet, time management, financial resources, and family communication, but have non-conducive living conditions and unreliable internet and technology. In academic or curricular factors, they show strong academic engagement in learning-related activities and receive adequate curricular and institutional support. For psychological factors, they have firm motivation and optimism for their competencies and career goals. Male students perceived their living conditions, sleep adequacy, and anxiety to be better compared to female students. Students of younger age or lower year levels reported better attendance and living conditions, but older students or those in more advanced levels had better learning and social engagements.

RECOMMENDATIONS

Based on the findings, it is recommended at the institutional level to strengthen policies that support a conducive learning environment through campus-based digital access and student well-being programs. Establishing partnerships with telecommunications providers to offer reliable or subsidised internet access, such as free campus Wi-Fi services, would help address connectivity challenges experienced by students. Additionally, the implementation of structured mental health monitoring and support systems, including gender-sensitive interventions, is recommended to promote equity in student performance and overall well-being.

CONTRIBUTION OF AUTHORS

HJN: concept, design, collection and analysis of data, drafting and revising the manuscript

MFSV: analysis of data, drafting and revising the manuscript

APY: concept, design, collection of data, revising the manuscript.

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