

Exploring the Effects of Beverage Intoxication on Daily Productivity among Criminology Students

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DOI: <https://doi.org/10.47772/IJRISS.2026.100500027>

Received: 26 April 2026; Accepted: 01 May 2026; Published: 22 May 2026

ABSTRACT

Alcohol consumption among university students remains a growing concern due to its potential effects on academic functioning and personal well-being. This study examined the effects of beverage intoxication on the daily productivity of criminology students in Oroquieta City, Misamis Occidental. A qualitative phenomenological design was employed to capture the lived experiences of twelve (12) purposively selected participants. Data were gathered through in-depth interviews and analyzed using Colaizzi's seven-step method to generate meaningful themes grounded in participants' narratives. The study is anchored on Self-Regulation Theory and Behavioral Learning Theory to provide conceptual grounding for students' drinking behavior and productivity outcomes. The findings revealed four major cluster themes: (1) impact on academic focus and class attendance, with subthemes on difficulty concentrating and memorizing, and poor academic performance in class activities; (2) physical effects of alcohol on energy levels, including fatigue and drowsiness, and loss of motivation and productivity; (3) coping mechanisms, encompassing physical recovery strategies and academic adjustments; and (4) preventive measures and discipline, which include setting limits and saying no, and long-term awareness and future orientation. The study concludes that beverage intoxication negatively influences students' cognitive, physical, and academic functioning, thereby affecting their overall productivity and preparedness for future professional roles. It is recommended that educational institutions implement targeted interventions, awareness programs, and support systems to promote responsible behavior and reduce alcohol-related risks among students. A limitations statement is also acknowledged regarding the small sample size and reliance on self-reported data.

Keywords: Academic performance, alcohol consumption, criminology students, daily productivity, phenomenological study

INTRODUCTION

Rationale of the Study

The Alcohol consumption among young adults continues to pose significant challenges to health, cognition, and productivity across global contexts. Excessive drinking among university students has been associated with impaired memory, reduced concentration, and compromised academic outcomes, highlighting its negative influence on learning processes (Kovács & Urbán, 2022). In Australia and other developed settings, alcohol use has been linked to decreased class participation and poor time management, as students often prioritize social drinking over academic responsibilities (Saharuddin et al., 2023). In developing regions, including parts of Africa, alcohol consumption among youth is frequently shaped by social identity and peer expectations, reinforcing behaviors that normalize intoxication despite its risks (Dumbili, 2022). Similarly, in Asian contexts, exposure to alcohol marketing has been found to increase the likelihood of early and excessive drinking among young people (Swahn et al., 2021).

Within the Philippine context, alcohol use among students is commonly associated with coping mechanisms for stress and the desire for social belonging. Studies indicate that students who engage in alcohol consumption often experience disruptions in study habits, attendance, and academic engagement (Codimos et al., 2022). Empirical findings further suggest that alcohol use has a measurable effect on students' academic performance,

influencing both their time management and overall scholastic achievement (Ordanza et al., 2021). These patterns emphasize that alcohol consumption is not merely a social activity but a factor that may hinder educational attainment and personal development among Filipino learners.

For criminology students, the implications of alcohol intoxication extend beyond academic performance and into professional preparation. The field requires strong analytical thinking, ethical judgment, and behavioral discipline—competencies that may be undermined by habitual drinking. Research has shown that alcohol intoxication can impair judgment, reduce productivity, and weaken an individual's sense of responsibility and leadership (Saharuddin et al., 2023). Moreover, the normalization of alcohol use in youth culture may further challenge the development of professional values among future law enforcement practitioners (Dumbili, 2022). Despite these concerns, there remains limited localized research examining how alcohol consumption specifically affects criminology students in Oroquieta City. This gap is addressed by integrating a phenomenological approach to capture lived experiences in a localized context.

This study, therefore, seeks to examine the relationship between beverage intoxication and the daily productivity of criminology students in Oroquieta City, focusing on academic performance, time management, physical well-being, and decision-making. Its findings are expected to contribute to institutional policy development, student support initiatives, and community-based interventions aimed at reducing harmful alcohol use. By generating localized evidence, the study also aims to promote greater awareness among students regarding the long-term implications of alcohol consumption on both academic success and future professional practice.

Statement of the Problem

This study explored the impact of beverage intoxication on the daily productivity of Criminology students. This study sought to answer the following problems:

1. How does the consumption of alcoholic or intoxicating beverages affect Criminology students' ability to focus on their studies and attend classes?
2. In what ways does beverage intoxication impact the physical and mental energy levels of Criminology students, particularly when handling academic tasks?
3. How do Criminology students cope with and mitigate the effects of alcohol consumption on their productivity and academic performance?

METHODS

This study employed a qualitative phenomenological design to examine the lived experiences of criminology students regarding beverage intoxication and its effects on daily productivity. The research was conducted in Oroquieta City, Misamis Occidental, providing a relevant context for understanding student behavior within a specific academic and social environment. A total of twelve (12) criminology students were purposively selected, ensuring variation in year level, sex, and self-reported drinking frequency (light, moderate, heavy). All participants were legal adults who voluntarily provided informed consent, and strict measures were observed to maintain anonymity and confidentiality.

Data were analyzed using Colaizzi's (1978) seven-step method, which enabled a systematic extraction of meanings and development of themes grounded in participants' narratives. To establish credibility, in-depth interviews were conducted, and member checking was applied to validate the accuracy of interpretations. Triangulation through peer debriefing was also employed to strengthen trustworthiness. These procedures ensured that the findings faithfully represented the participants' perspectives and experiences.

To ensure dependability and confirmability, the researchers maintained an audit trail documenting all stages of the research process, including data collection and analysis. Reflexivity was also practiced to minimize potential bias, particularly in interpreting subjective responses on alcohol use. Ethical considerations were

strictly observed throughout the study, including voluntary participation, informed consent, and confidentiality, in line with established ethical standards (Gajjar, 2013).

RESULT AND DISCUSSION

Theme 1: Impact on Academic Focus and Class Attendance

Difficulty Concentrating and Memorizing

The findings revealed that beverage intoxication significantly impairs students' cognitive functioning, particularly in terms of concentration and memory retention. Participants consistently described difficulty following lectures, recalling previously discussed concepts, and sustaining attention during academic tasks after alcohol consumption. These experiences suggest that intoxication disrupts mental clarity and weakens the cognitive processes necessary for effective learning. This observation aligns with the work of Kovács and Urbán (2022), who found that binge drinking is associated with reduced cognitive performance. However, unlike previous studies conducted in Western contexts, this study highlights similar effects within Filipino criminology students, indicating cross-cultural consistency.

Poor Academic Performance in Class Activities

In addition to cognitive difficulties, students reported declining performance in class-related tasks such as recitations, quizzes, and group activities. Intoxication often led to absenteeism or tardiness, largely due to hangovers and lack of motivation. As a result, students missed important academic engagements, further affecting their overall performance. These findings support prior research indicating that alcohol consumption contributes to irregular attendance and reduced academic achievement (Saharuddin et al., 2023). Moreover, Allen et al. (2020) emphasized that students who engage in heavy drinking are more likely to skip classes and perform poorly in subsequent academic activities, which corroborates the patterns observed in this study.

Theme 2: Physical Effects of Alcohol on Energy Levels

Fatigue and Drowsiness

Participants highlighted the physical toll of alcohol consumption, particularly feelings of fatigue and drowsiness that persist into the following day. These physical symptoms limited their ability to remain alert and actively participate in classroom discussions. The disruption of normal sleep patterns due to alcohol intake was also noted as a contributing factor to daytime exhaustion. This finding is consistent with studies in sleep and behavioral research, which indicate that alcohol negatively affects sleep quality and leads to reduced daytime functioning (Behavioral Sleep Medicine, 2023). Johnson et al. (2021) further explained that alcohol-induced fatigue significantly diminishes students' capacity to perform academically demanding tasks. However, the discussion could be strengthened by explicitly linking these physical effects to academic productivity outcomes.

Loss of Motivation and Productivity

Beyond physical exhaustion, students reported a noticeable decline in motivation and productivity after drinking. Many participants described a lack of drive to complete assignments, study for examinations, or engage in academic responsibilities. This diminished motivation compounded the negative effects of fatigue, resulting in reduced overall productivity. These findings resonate with the study of Saharuddin et al. (2023), which established a link between alcohol use and decreased academic engagement. The interplay between physical and psychological effects of intoxication highlights how alcohol consumption can create a cycle of reduced efficiency and academic disengagement. This theme further suggests that alcohol affects not only energy levels but also students' behavioral willingness to engage in academic tasks.

Theme 3: Coping Mechanisms

Physical Recovery Strategies

To manage the adverse effects of intoxication, students adopted various physical recovery strategies such as increasing rest, hydrating, and moderating subsequent alcohol intake. While these approaches provided temporary relief, participants acknowledged that they did not fully restore their academic performance or physical condition. These findings are consistent with Baer et al. (2022), who identified that students often employ short-term, problem-focused coping strategies to mitigate the immediate effects of alcohol use. However, such strategies tend to address symptoms rather than the underlying behavior. This indicates a need for preventive rather than reactive coping interventions.

Academic Adjustments

In addition to physical coping, students implemented academic adjustments, including seeking help from peers, rescheduling study sessions, and exerting extra effort to catch up on missed tasks. These adaptive strategies reflect an attempt to maintain academic standing despite the disruptions caused by alcohol consumption. Park et al. (2021) emphasized that coping mechanisms play a crucial role in moderating the impact of alcohol on academic outcomes. However, the participants' experiences suggest that while these strategies may reduce short-term academic setbacks, they are insufficient in addressing the long-term consequences of repeated intoxication. This highlights the recurring academic vulnerability associated with alcohol use among students.

Theme 4: Preventive Measures and Discipline

Setting Limits and Saying No

Participants recognized the importance of self-regulation in preventing the negative effects of alcohol consumption. Many expressed efforts to set personal limits, avoid excessive drinking, and resist peer pressure. This emerging sense of discipline reflects an awareness of the consequences associated with intoxication. Schleider et al. (2024) highlighted that self-regulation and resilience are critical protective factors that help individuals manage risky behaviors, including substance use. The findings suggest that students who actively practice restraint are better positioned to maintain academic stability. This finding also implies the presence of emerging behavioral maturity among some participants.

Long-Term Awareness and Future Orientation

A notable insight from the study is the role of future-oriented thinking in shaping students' attitudes toward alcohol consumption. Participants emphasized their career aspirations in criminology as a motivating factor in reducing or controlling their drinking behavior. This awareness of long-term goals encouraged more responsible decision-making and reinforced the value of discipline. Supporting this, recent research in BMC Medical Education (2025) indicates that students with clearly defined career goals are less likely to engage in harmful behaviors, as they are more focused on achieving academic and professional success. This theme underscores the importance of aligning present actions with future aspirations to promote sustained behavioral change. This also suggests that career identity serves as a protective factor against substance misuse.

CONCLUSION

The study demonstrates that beverage intoxication exerts a substantial influence on the daily productivity of criminology students, affecting cognitive functioning, physical energy, and overall academic engagement. Students experienced difficulty concentrating, reduced motivation, and irregular class attendance, which collectively contributed to lower academic performance. While participants employed various coping strategies to manage these effects, such measures were largely temporary and insufficient in addressing the recurring impact of alcohol consumption. The findings further reveal that self-discipline and awareness of long-term professional goals play a crucial role in moderating drinking behaviors. Overall, alcohol use emerges as a significant factor that may hinder both academic development and the formation of competencies

essential for future law enforcement professionals. The results also emphasize the need for structured behavioral interventions within academic institutions.

RECOMMENDATIONS

It is recommended that higher education institutions strengthen student support systems by implementing targeted awareness programs on the academic and professional consequences of alcohol use. Integrating preventive education and values formation within the criminology curriculum may further reinforce responsible decision-making and self-regulation. Institutions may also consider establishing accessible counseling services and peer support initiatives to assist students in managing stress without reliance on alcohol. At the individual level, students are encouraged to adopt healthier coping mechanisms and maintain a clear focus on their long-term career goals. Future studies may expand the scope by including larger samples or comparative analyses across different academic programs to deepen understanding of the issue. Additionally, future research should consider longitudinal designs to assess long-term behavioral changes related to alcohol consumption.

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