



Teaching Competencies of Criminology Professors in The Province of Albay: A Basis for Enhancing Instructional Strategies

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ABSTRACT

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This research evaluates the teaching competencies of criminology professors in the Province of Albay to inform the enhancement of instructional strategies. Utilizing a descriptive-correlational quantitative design, the study collected data from 98 faculty members and 384 fourth-year students across nine CHED-recognized institutions. Analysis included frequency counts, weighted means, Spearman's Footrule, and independent-samples t-tests to examine competency levels across five domains:

professional knowledge, pedagogical skills, interpersonal skills, ethical conduct, and classroom management. Findings reveal a significant perceptual gap: while professors generally perceive themselves as Highly Competent $M=3.58$, students assess them as only Competent $M=2.96$. Identified weaknesses include limited research integration $WM=2.90$, technological proficiency $WM=2.87$, and insufficient active listening $WM=2.64$. Statistical testing confirms that educational attainment $t=3.58$ and teaching experience $t=2.18$



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significantly correlate with competency, whereas age and seminar attendance do not. Although a moderate positive relationship exists in the rank-order of priorities between groups $\rho=+0.60$, a discrepancy in the intensity of perceived effectiveness remains. To bridge this gap, the study proposes a Strategic Framework for Instructional Excellence funded by an annual faculty allocation. Proposed strategies include structured faculty mentorship, technology-focused TPACK workshops, the integration of research-based case studies, and reflective peer-review sessions. These aim to align faculty self-perceptions with student-centered pedagogical needs and improve licensure examination performance.

INTRODUCTION

Various teachers offer different ways to assist students in grasping lessons. This makes student learning much more interesting and they think critically about the contents. Research frequently studies teaching skills to bolster teaching quality and student outcomes in challenging circumstances (Álvarez-Arregui et al., 2017). Many nations strive for a better education and a more capable teaching workforce. Professors make a crucial contribution to preparing the next generation of law enforcement professionals in criminology. This article looks at the education program of teachers teaching criminology in Albay and argues that it is of vital importance in attaining better educational results for them.

According to UNESCO review in Afghanistan, although teachers perceive themselves to be highly qualified, evaluation by external sources confirms that their knowledge and classroom practices are not up-to-date (UNESCO, 2018). This means that teachers' self-assessment of their effectiveness varies from their actual performance (Assessment of Teacher Competencies in Selected Provinces of Afghanistan, 2024). An etiological teaching goes beyond knowing; teachers need continual development, reflection, and support to meet student needs. Good teachers can develop critical thinking, problem-solving and ethical thinking for students in criminology. As science and technology evolve, teachers require continual training, reflection and professional reinforcement to be effective. Students with inadequate teaching skills will not reach their potential, will not be interested, and will not be ready for their careers. Learning in and of itself is a skill set that is a teacher's job. These are invaluable for both the quality of teaching students how to do and for the ability of these students to achieve. The quality of a Criminology program is often mirrored by the caliber of its instructional delivery. In the Province of Albay, where the demand for highly skilled law enforcement professionals is constant, the role of the professor extends far beyond the mere transmission of facts. However, a significant challenge in education today is the disparity between perceived and actual teaching effectiveness.

In the US, organizations ranging from the Learning Policy Institute to Stanford University highlight the significance of advanced teaching skills in higher education. (The Instructional Leadership Corps: Entrusting Professional Learning in the Hands of the Profession, 2019) There is significant research that has indicated that good teaching techniques, subject matter knowledge, and the skill to design interesting classrooms are paramount (Darling-Hammond et al., 2020). In criminology, professors should be able to learn about criminal justice and explain, motivate, challenge critical thinking, and encourage students to make ethical decisions based on the crime evidence. Prominent institutions like the Learning Policy Institute emphasize that advanced teaching skills are the backbone of effective higher education, directly shaping how students absorb complex information. Research suggests that a professor's success depends on a blend of deep subject expertise and the ability to design an engaging classroom environment that fosters active participation. Within the field of criminology, this means instructors must go beyond theory to challenge students' critical thinking and guide them in making ethical decisions based on real-world crime evidence. In Thai EFL classrooms, researchers examined teachers' perspectives toward reading instruction. The researchers' results indicate a requirement to understand teachers' beliefs and practices in different contexts. The study stresses that there are unique challenges and opportunities for teaching in every subject (Euanorasetr et al., 2023). To understand how Criminology professors in Albay manage their classrooms which highlight how teaching perspectives vary significantly across different academic environments. Their research emphasizes that educators' beliefs and actual practices are deeply influenced by their specific context, suggesting that what works in one field may not apply to another. Ultimately, this underscores the need to identify the unique challenges and opportunities present in Criminology education to effectively enhance instructional strategies.

The pursuit of teaching excellence is no longer confined to local institutional standards but is increasingly shaped by international benchmarks. As highlighted by Talaue et al. (2019), the regionalization of higher education—particularly within the ASEAN context—demands a unified approach to teacher competency. Their study emphasizes that drafting a competency framework is essential for quality assurance and assessment. This perspective is highly relevant to the Criminology program in Albay, as Criminology professors must also align their instructional strategies with broader regional expectations to ensure that graduates are competitive within the ASEAN labor market. The findings of Thongphukdee and Ratanaolarn (2021) offer a critical foundation for this study by highlighting that teaching competency is not a product of individual effort alone, but a result of both institutional and personal factors. Their research identifies that university-level elements, such as policy and curriculum management, create the structural environment for

effective teaching, while student-level factors like self-efficacy and motivation shape the educator's actual classroom performance. By integrating these insights, the current study on Criminology professors in Albay can better understand how administrative support and personal mindset intersect to influence instructional quality. Ultimately, this literature reinforces the idea that enhancing instructional strategies requires a dual approach: optimizing the organizational framework of the college while simultaneously boosting the internal drive and confidence of the faculty members themselves.

In the Philippines, the Professional Regulation Commission (PRC) prescribes certain rules for professionals of criminology as well, which include rules about teaching academics (Philippine Criminology Profession Act, 2018). These conditions demand that educators know their subject, use effective teaching methods, and adhere to professional ethics. The Commission on Higher Education (CHED, 2019) as well emphasizes quality assurance and upgrading faculty skills CHED Memorandum Order No. 2. This is particularly meaningful in criminology where there has been an upsurge of professionals equipped with appropriate training. Teacher talent is vital to the quality of higher education in the Philippines. CHED mandates that colleges and universities guarantee that faculty hold extensive teaching competencies and subject knowledge and access to training to achieve program goals and groom students for careers in criminology and law enforcement (CHED, 2017). (CHED Memorandum Order No. 5, Series of 2018: Policies, Standards, and Guidelines for the Bachelor of Science in Criminology Program, 2018) Professors will teach theory and help students develop their views with their ethical skills, studies, and their social critique studies in criminology. However, with minimal training opportunities and shifting educational demands, skills are subject to regular evaluation. Where local study of these competencies is available, Albay can help ensure that the criminology education is aligned in accordance with national regulations and educational requirements.

On (Republic Act 11131) The Philippine Criminology Profession Act of 2018 Article I title, policy, objectives, terms, and practice under section 5, Scope of Practice paragraph b and c; In line with the practice of teaching profession such as those performed by a professor, instructor or teacher in any university, college or school duly recognized by the government of any of the following professional and component subjects of the criminology program: (1) Criminal Jurisprudence and Procedure; (2) Criminalistics; (3) Law Enforcement Administration; (4) Crime Detection and Investigation; (5) Correctional Administration; and (6) Criminal Sociology and Ethics, and other technical and specialized subjects in criminology curriculum as furnished by the Commission on Higher Education (CHED); as a technician/examinist/criminalist or specialist in dactyloscopy; in the questioning of document, deoxyribonucleic acid (DNA), lie detection, firearms identifying, forensic photography, forensic chemistry and other scientific crime detection

and investigation; (Republic Act No. 11131, 2018) With the (CHED) Memorandum Order 5 Policies, Standards and Guidelines for the Bachelor of Science in Criminology (BS Criminology) Program, Article VI Section 15 paragraph 2, the faculty members in fields of forensics, such as Questioned Documents, Forensic Ballistics, Forensic Photography and Personal Identification, shall have at least 2 years experience or related training in said fields. Based on the Commission on Higher Education (CHED) monitoring device, faculty members can teach only what they study in their specialty (Policies, Standards and Guidelines for the Bachelor of Science in Criminology (BS Criminology) Program, 2018).

The researcher observed that some criminology schools in Albay have full-time and part-time teachers who do not qualify under CHED's requirement of a master's degree. These schools need to resolve faculty qualification issues — deans' qualifications in particular. Some of the teachers became professors by chance, using teaching as a way to incorporate their criminology background. Consequently, some of them are now seeking a master's degree by completing courses, fulfilling requirements, or thesis work. In some schools, PowerPoint presentations on LED TVs became part of teacher teaching and discussion during class. Other professors allowed students to give presentations on key subjects from time to time. Referencing books from the library and handouts from professors were also used by students. The main motivation for conducting this study arose due to the low performance of some schools, particularly those in the Province of Albay, in the Criminologists Licensure Examination (CLE) which have been very disappointing passing rate in this area since October 2023. This bad performance prompts serious doubts on the teaching effectiveness of the professors of criminology, especially concerning effectively preparatory programs for examinations in which they are to be asked. Early data points to something of a discrepancy: although professors often strive and perceive themselves to be “highly competent,” students rate what they are doing as only “competent,” indicating the professors have a long way to go in order to reach the same level of high competence described by them. This distinction between self and student assessment points to the possible lack of efficacy in teaching and calls for a systematic approach to improve teaching.

By examining the specific educational landscape of Albay, this research fills a critical gap in understanding how local faculty profiles—characterized by a young demographic and a transition toward advanced specialization—directly influence instructional effectiveness and student outcomes. Unlike broader national assessments, this study provides a localized evidence-based structure that addresses the disappointing passing rates in the Criminologists Licensure Examination within the province by identifying the precise perceptual gap between professor self-assessment and student evaluation. Furthermore, it establishes that specific factors, such as higher educational

attainment and years of experience, are the primary drivers of competency in this region, offering a targeted roadmap for systemic faculty development that aligns pedagogical practices with the evolving demands of the 21st-century justice system

To resolve the differences between the perceptions of professors and fourth- year students of how to deliver the teaching of criminology, this study, *Teaching Competencies of Criminology Professors in the Province of Albay: A Basis for Enhancing Instructional Strategies*, will examine teachers' teaching competencies of criminology professors. This study will detail not only their true competency levels, but also the ways their methods of teaching are aligned with their students' learning goals. The overarching purpose is to offer an evidence-based structure for helping professors become highly competent in the delivery of instruction of the course, thus improving their student readiness and Criminologists Licensure Examination passing rates, ensuring that the students are well prepared to pass the board examination.

FRAMEWORK

The theoretical framework for this study clarifies its core purpose: examining the relationship between criminology professors' demographic profiles and teaching competencies through four perspectives. Demographic Theory sees faculty characteristics as institutional resources. Competency-Based Education Theory identifies and evaluates essential teaching skills and knowledge. Social Cognitive Theory addresses how professors' personal attributes interact with behavior and environment to influence competencies. Constructivism Theory links professors' teaching practices, student-centered environments, and measurable teaching effectiveness. Central to the investigation is a metaphorical application of Thomas Malthus' Demographic Theory, which posits that if curriculum demands and student population growth outpace the "resource" of faculty competency, educational quality inevitably suffers. This necessitates a detailed examination of professor profiles—including age, education, and experience—as these factors directly influence instructional ability (Becker, 1964) and are maintained through continuous pedagogical and ethical training (Knowles, 1980; Kolb, 1984; UNESCO, 2018). Complementing this is Competency-Based Education (CBE), rooted in David McClelland's 1973 model, which shifts the evaluative focus from traditional metrics like seniority to measurable performance in areas such as professional knowledge, ethics, and classroom management. CBE provides a data-driven strategy for linking faculty profiles to specific learning outcomes, ensuring that teaching is grounded in practical, essential skills (Oroszi, 2020; McClelland, 1973).

Building upon these structural foundations, the study utilizes Albert Bandura's (1986) Social Cognitive Theory (SCT) to explain how teaching

competencies develop through the dynamic interplay of personal factors, behaviors, and the environment. SCT emphasizes that professional expertise and interpersonal skills are acquired via observational learning, reinforcement, and self-efficacy, highlighting the importance of peer review, and mentoring in shaping instructional success (Zhou et.al., 2023; Bandura, 1986). Furthermore, the Constructivist Theory of Jean Piaget (1972) and Lev Vygotsky (1978) serves as the primary lens for understanding how professors facilitate active learning. While Piaget focuses on the internal cognitive assimilation of new ideas, Vygotsky stresses the necessity of social interaction and collaborative support. In practice, this suggests that the most effective criminology professors are those who move beyond passive lecturing to implement student-centered strategies, such as case studies and simulations, thereby fostering an environment where students actively construct their own professional understanding.

Ultimately, these theories create a cohesive roadmap for reform: Demographic Theory identifies the urgent need for change amidst shifting populations; CBE identifies the specific targets for instruction; Constructivism provides the student-centered “how” of learning; and SCT adds the crucial layer of social modeling and interaction. Together, they ensure that the teaching practices of criminology faculty in Albay remain pedagogically rigorous and responsive to the evolving demands of the 21st-century justice system.

OBJECTIVES OF THE STUDY

The study aims to enhance the quality of criminology education in Province of Albay by enhancing instructional strategies and assess the teaching competencies of criminology professors. The specific objectives of this research are as follows: (1) Determine the Profile of Criminology Professor along; Age, Highest Educational Attainment, Number of years in teaching experience, and Related training and seminars attended. (2) Assess the teaching competencies of Criminology Professors along with the Professional Knowledge, Pedagogical Skills, Interpersonal Skills, Ethical and Professional Conduct, and Classroom Management. (3) Infer the significant relationship between the profile and teaching competencies of Criminology Professors. (4) Infer the significant difference in the assessment of teaching competencies between the two groups of respondents, and (5) Propose Instructional Strategies to ensure effective delivery of instruction to students.

METHODOLOGY

Research Design

This study uses a descriptive correlational quantitative research design, which is well-suited for exploring relationships and differences among variables linked to teaching skills. As Ansari et al. (2022) note, a research

design is a general plan for carrying out research. The correlational part helps identify professors' profiles, such as age, highest degree, years of teaching, and relevant training or seminars. It also measures their teaching skills in areas such as professional knowledge, teaching methods, interpersonal skills, ethical conduct, and classroom management, and examines how these profiles relate to their skills.

The comparative design seeks to identify important differences in teaching skills between criminology professors and fourth-year students. Using both designs together allows for a more complete analysis, ensuring the results are data-driven and support the goal of suggesting ways to improve teaching in criminology programs.

Research Site

In the Province of Albay, the study was performed at 9 higher education institutions. CHED-accredited criminology programs are offered at each institution. By examining the geographic distribution of these institutions, we gathered rich data and perspectives on criminology education across the province.

Amando Cope College, established in 2006, offered comprehensive criminology programs. Its classes incorporate both academic and practical law enforcement and justice skills. Founded in 2002, Belen B. Francisco Foundation Inc. is dedicated to community service, ethics and social responsibility. Founded in 1941, Bicol College has Level 3 accreditation. This school has been recognized for producing high-ranking Criminology Licensure Exam passers.

CATC Legazpi founded in 1987 is a technical-vocational school. It takes criminology theory and integrates it with the applied science of law to prepare students to go on to work in law enforcement and security careers. The CATC Polangui Campus is also bringing criminology education to local security and law enforcement. Founded in 1949, Daniel B. Peña Memorial College Foundation has since its inception committed itself to the pursuit of excellence in the education of all to pursue a thorough understanding of justice for all. It provides programs according to CHED standards and industry requirements.

Founded in 1986, Forbes College combines traditional and experiential learning to prepare mature criminologists for the working world. PLT College of Guinobatan Inc. has courses around ethics, professional skills, and community policing; its founding year is less established. Founded in 1982, Tabaco College focuses on analytical skills, critical thinking, and contemporary criminological theory. Consequently, this research seeks to evaluate criminology professors' teaching competencies in these institutions by examining their professional knowledge, teaching skills, interpersonal and ethical conduct and classroom management. It looks to identify areas and opportunities to address and facilitate better teaching with the intention of

improving criminology education in Albay.

Respondents of the Study

The study’s respondents came from nine criminology schools in Albay. There were two groups: Faculty Members and Fourth-Year Criminology Students. The total included 143 faculty members and 7,104 criminology students from all years. Faculty inclusion was based on current employment, either full-time or part-time, teaching professional criminology subjects. Non-teaching staff were excluded. Only selected Fourth-Year Criminology students participated in the survey. The study left out first- to third-year criminology students, students from other departments, and graduate students. The researcher aimed to recruit 421 fourth-year students, about 5% of the total student population. This sampling was inconsistently applied. Some smaller schools, such as Belen B. Francisco Foundation Inc., Daniel B. Peña Memorial College Foundation, and Forbes College, used a total enumeration method. The total expected number of faculty respondents was 143, representing all eligible faculty.

Table 1
Respondents of the Study
CHED-recognized Criminology Programs in Albay

Respondent of the Study	Criminology Students Population (First year- Fourth year)	Number of Respondents			
		Expected Inclusion		Actual Inclusion	
		Faculty Members	Fourth-Year Criminology Students	Faculty Members	Fourth-Year Criminology Students
1. Amando Cope College	362	8	20	8	20
2. Belen B. Francisco Foundation Inc.	87	6	24	6	24
3. Bicol College	1,842	30	92	21	90
4. CATC Legazpi	2,080	28	104	11	91
5. CATC Polangui Campus	700	11	35	11	35
6. Daniel B. Peña Memorial College Foundation	124	7	20	3	20
7. Forbes College	78	16	26	16	26

8. PLT College of Guinobatan Inc.	431	7	30	7	30
9. Tabaco College	1,400	30	70	15	48
Total	7,104	143	421	98	384
		564		482	

A total of 482 fully retrieved and answered questionnaires were collected. This included 98 faculty members and 384 fourth-year students, which was fewer than the expected 564. Of the 143 faculty questionnaires distributed, 98 were returned, and 45 were not. The largest number of excluded faculty responses came from Daniel B. Peña Memorial College Foundation 4, Bicol College 9, CATC Legazpi 17, and Tabaco College 15. For students, 384 questionnaires were collected with 37 non-responses. These non-responses mostly came from Bicol College 2, CATC Legazpi 13, and Tabaco College 22. Most exclusions or non-responses occurred because the survey was not returned. This caused a loss of 45 expected faculty and 37 expected student responses across institutions. Table A summarizes the respondents of the study.

Instrumentation

To achieve the research goals, this study used a quantitative approach with a survey questionnaire created by the researcher. The questionnaire had two main parts and used closed-ended questions to ensure clear and consistent answers. The first part was for faculty members only. It gathered demographic information to better understand the professors. By collecting data on age, highest educational attainment, and years of teaching experience, the researcher could link a professor’s background to their perceived effectiveness. This part also included a checklist for related training and seminars. This helped the study determine if specialized knowledge in areas like Forensic Science, Cybercrime Awareness, or Mental Health affects how these subjects are taught in class.

The second part is a comprehensive evaluation completed by both professors, as a self-assessment, and by fourth-year Criminology students, as an external assessment. It uses a four-point Likert scale ranging from highly competent to not competent. This part breaks teaching down into five key areas: Professional Knowledge, which looks at the professor’s expertise and ability to keep up with trends in criminal justice; Pedagogical Skills, which covers teaching methods, use of technology, and clear communication; Interpersonal Skills, which include empathy, support, and building good relationships with students; Ethical and Professional Conduct, which considers integrity, punctuality, and fairness toward all students; and Classroom Management,

which focuses on discipline, time management, and making the best use of resources.

The second part used a 4-point Likert scale to measure responses, with options from Not Competent to Highly Competent. Using a survey questionnaire enabled efficient data collection from a wide range of respondents. Oben (2021) highlights that choosing and using the right quantitative research tools is important for ensuring accurate and valid results for specific research questions.

The rating scales for each category were as follows: 4 (3.25-4.00) for Highly Competent, 3 (2.50-3.24) for Competent, 2 (1.75-2.49) for Moderately Competent, and 1 (1.00-1.74) for Not Competent.

Table 2

4-Point Likert scale

Scale	Qualification Adjectival	Interpretation
4	3.25-4.00	Highly Competent
3	2.50-3.24	Competent
2	1.75-2.49	Moderately Competent
1	1.00-1.74	Not Competent

The validation process started at the Research and Knowledge Management Office on January 23, 2025, when the researcher filled out the validation form. That same day, the Research Adviser and Research Professor reviewed and signed the instrument to confirm it met academic standards. On January 24, 2025, the Panel Members, Chairman, and Research Instrument Validator gave their final approval. Afterward, the Officer in Charge, Research Director, certified the tool for use in this Criminology research study.

Data Gathering Procedures

The researcher contacted nine institutions to obtain consent for data collection, receiving permission from the School President and Dean of Criminology at each CHED-recognized Criminology Program. The researcher's ethical compliance is centered on Institutional Approval, Professional Courtesy, and Informed Consent. The researcher strictly adhered to the principles of informed consent and voluntary participation, ensuring

that all respondents were fully aware of the study's purpose and their right to withdraw at any time without penalty.

In late January 2025, the researcher sent a formal transmittal letter, approved by the research adviser, to obtain institutional approval. Furthermore, the researcher guaranteed the anonymity and confidentiality of the participants by ensuring that no identifying information was linked to their individual responses, in accordance with data privacy standards. On January 28, 2025, the researcher initiated data collection by sending letters to PLT College of Guinobatan Inc., CATC Polangui, and Belen B. Francisco Foundation Inc. Prior to the full-scale distribution, the instrument underwent reliability testing; an item-total correlation analysis was performed on a pilot group to ensure that each question effectively measured the intended construct, thereby confirming the internal consistency and validity of the tool. At PLT College of Guinobatan Inc. and CATC Polangui, the researcher left the survey questionnaires as requested by the schools and awaited notification for collection. Meanwhile, at Belen B. Francisco Foundation Inc., after approval from the administrative staff, the researcher directly distributed questionnaires to all twenty-four fourth-year students and available Criminology Professors.

After distributing questionnaires, the researcher visited Forbes College, Bicol College, and CATC Legazpi. At each school, letters were received and approved; however, as faculty were unavailable, questionnaires were distributed to selected students by school staff. Specifically, at Bicol College, the letter was routed through the Office of the President and then to the Dean, who asked that questionnaires be left there.

On January 30, 2025, the researcher delivered permission requests and questionnaires to Daniel B. Peña Memorial College Foundation, Amando Cope College, and Tabaco College. Faculty distributed the materials in the absence of students. All nine institutions consented by accepting the transmittal letter, with deans or authorised representatives distributing the questionnaires. This ensured data collection from both faculty and selected students.

After distributing the questionnaires, the researcher scheduled their collection for February 13, 2025. By this deadline, six institutions had submitted responses: Belen B. Francisco Foundation Inc., PLT College of Guinobatan Inc., Bicol College, Amando Cope College, Forbes College, and Daniel B. Peña Memorial College Foundation. Meanwhile, CATC Polangui and CATC Legazpi submitted their questionnaires on February 21, 2025, about a week after the initial deadline.

Tabaco College returned the questionnaires on February 28, 2025. Despite some delays, regular follow-up ensured that data collection was completed, that ethical protocols were adhered to, and that a high response rate was achieved. Responses were analyzed using frequency, percentage, ranking, and weighted mean. Zheng (2021) noted that questionnaire surveys are the most common non-experimental data collection method, with their effectiveness

based on well-designed questions aligned with research goals.

Sampling Technique

The study's design was grounded in the understanding that research, as defined by Rahman et al. (2022), is a structured and systematic process aimed at resolving issues, expanding knowledge, or developing improved solutions. This organizational requirement underscores the importance of sampling procedures, particularly in quantitative research. The primary objective of the adopted sampling methodology was to obtain a representative group for analysis, consisting of a manageable subset drawn from the broader target population. Ensuring that the samples accurately reflected the characteristics of their respective populations was essential for maintaining the integrity, reliability, and applicability of the research findings.

Distinct sampling strategies were employed for the two primary participant groups. For faculty members, a **non-random sampling** technique was selected to ensure that participants' involvement would enhance the relevance of the findings for this group, and criminology faculty often have busy schedules; this approach allows for a more flexible, handpicked data collection. In contrast, for fourth-year criminology students from the nine CHED-recognized programs in Albay, a more rigorous approach was used: **stratified random sampling** for large populations. In a study focusing on the Teaching Competencies of Criminology Professors across nine different schools, using this approach is not just a methodological choice—it's a necessity for accuracy and it provides a clear framework for data collection. **Total enumeration** for smaller populations, such as Belen B. Francisco Foundation Inc., Daniel B. Peña Memorial College, and Forbes College. Choosing total enumeration for smaller institutions is not just a convenience—it is a methodological necessity for data integrity. Since the fourth-year students at these specific colleges are a manageable number, there is no logistical reason to exclude anyone. It strengthens the face validity of the study when it can state that the findings represent the entire graduating class of these institutions. The process began by dividing the entire fourth-year criminology student population into non-overlapping strata, each representing one of the nine academic institutions. Within each stratum, participants were randomly selected as required. This two-tiered approach ensured that the final student sample was representative of the population's diverse characteristics and institutional affiliations, thereby enhancing the validity and reliability of the research outcomes.

Data Analysis

The study used descriptive statistics to analyze the data. Frequency and percentage were used to describe the professors' profiles, and the weighted mean was calculated for each teaching competency. Descriptive correlation analysis explored the relationships between profile variables and competencies.

Inferential statistics were used to compare how professors and fourth-year students rated faculty competencies. Results appeared in tables for clarity. The findings were discussed in relation to the research questions and existing literature. The study also suggested practical steps to help faculty improve their teaching effectiveness.

Descriptive statistics were used to profile criminology professors by age, education, teaching experience, and training. Frequency counts showed the totals, and percentages helped with interpretation (Gallagher et al., 2021). Frequency and percentage described the professors' age, highest education level, and years of teaching experience. Rankings summarized the training and seminars they attended.

Teaching competencies were assessed in five areas: Professional Knowledge, Pedagogical Skills, Interpersonal Skills, Ethical Conduct, and Classroom Management. The weighted mean for each area reflected the importance of scores based on frequency or significance, providing a nuanced assessment as perceived by professors and students (Nassar, Tekian, Linjawi, & Park, 2023).

Additionally, Ranking prioritized variables by importance (Moragues et al., 2023) clarifying key faculty competencies.

The study used Spearman's Footrule to find out if there was a statistically significant link between demographic profile variables and teaching competencies. This non-parametric method measures the absolute differences in ranks between matching items in two datasets, which makes it a reliable way to check for correlation in ordinal data (Shi, Zhang, Du, & Kwessi, 2025). With this method, the study showed how professors' profiles related to their teaching competencies.

Independent samples t-tests were used to compare professors' and fourth-year students' perceptions of teaching competencies. This analysis identified significant differences in mean competency scores between the groups, thereby highlighting potential differences in perceptions of teaching effectiveness. Additionally, Spearman's Footrule was used to assess differences in competency rankings across groups.

The Spearman's Footrule analysis helped achieve this goal by measuring the rank differences between the two groups of respondents. All results were organized and presented in tables to make them clear and easy to understand. The findings were interpreted in line with the research questions and existing studies to find ways to improve how faculty teach. This led to suggestions for specific strategies to strengthen criminology instruction.

RESULTS AND DISCUSSION

Profile of Criminology Professors in Albay

The demographic and professional profile of criminology professors in Albay reveals a faculty contingent that is predominantly young, early in their

careers, and transitioning toward higher academic specialization. Data from 98 respondents across nine institutions show that 44.90% of professors are aged 29 and below, while 68.37% possess only one to five years of teaching experience. This youthful demographic implies a high level of physical and mental energy and a likely proficiency with modern instructional technologies; however, it also signals a critical shortage of senior mentors, with only 1.02% of faculty aged 61 and above. This lack of “institutional memory” suggests that while the departments are energetic, they may struggle with leadership succession. As noted by Kini and Podolsky (2016), while teaching experience significantly improves student learning outcomes during the initial years, the scarcity of veteran educators necessitates structured intervention. Mokoena (2024) emphasizes that formal mentorship is vital for providing the emotional and pedagogical support required to help these early-career instructors build confidence and maintain long-term commitment to the profession.

Regarding educational attainment, the findings indicate a transitional period for criminology departments. While 47.96% of faculty hold only a Bachelor of Science in Criminology, a combined majority of over 52% are either pursuing or have completed advanced degrees, including Master's (34.69%), Doctoral (10.20%), or Juris Doctor (7.15%) qualifications. This shift is largely driven by accreditation requirements from the Commission on Higher Education (CHED) and institutional incentives for research. However, the high prevalence of bachelor's-only instructors remains a concern; Bulilan (2023) suggests that such a profile may reflect gaps in the deep research skills and specialized expertise necessary for high-level university instruction. Furthermore, while Nyberg (2021) observes that advanced education provides cognitive benefits, it does not replace the need for continuous professional development. The presence of Juris Doctors highlights a curriculum with a strong legal focus. However, the relatively low number of PhD holders may limit the overall research output and academic leadership within the province's criminology programs.

The professional development trends among the faculty further underscore a preference for technical and practical expertise over administrative or pedagogical training. Forensic Science emerged as the top priority (Rank 1 with 61 participants), followed by Legal and Procedural Seminars (Rank 2) and Law Enforcement Training (Rank 3). This focus suggests that professors prioritize staying current with DNA profiling, digital forensics, and evolving legislation to maintain classroom credibility. Conversely, Research and Development (Rank 8) and Accreditation (Rank 9) received significantly less attention. This imbalance aligns with the concerns Al'Adawi (2017), who argue that subject matter expertise alone is insufficient for effective teaching. While the faculty's commitment to investigative skills is commendable, Gomez-Galan (2018) and Abentiw (2025) emphasize that the highest quality of education is achieved only when technical skills are balanced with broader

pedagogical and research-based training. Consequently, institutions in Albay must bridge the gap between practical policing knowledge and academic research to ensure a well-rounded criminal justice education.

Teaching Competencies of Criminology Professors

The study reveals a consistent trend where Criminology professors perceive their own teaching competencies as Highly Competent, while their students assess them as Competent. In the realm of Professional Knowledge, professors demonstrated high confidence in addressing student concerns TWM=3.43, yet both groups identified a relative weakness in the integration of the latest research findings WM=2.90 from students). This discrepancy aligns with the findings of Omran et al. (2020), suggesting that subject expertise does not automatically translate to perceived instructional effectiveness. Similarly, regarding Pedagogical Skills, professors rated themselves highly in communicating complex ideas WM=3.66, but students provided lower ratings for the use of technology WM=2.87. Literature by Zhou et al. (2023) and Ciriza-Mendivil (2022) suggests that adopting the TPACK (Technological Pedagogical Content Knowledge) model is essential for bridging this gap and meeting the demands of 21st-century pedagogy.

The assessment of Interpersonal Skills further highlighted a disconnect; while faculty prioritized accessibility WM=3.69, students gave their lowest marks to the professors' effective listening and communication WM=2.64. As noted by Kholifah et al. (2024) and Brandao De Souza and Jacomuzzi (2025), emotional intelligence and active listening are primary determinants of student engagement, implying that faculty must move beyond mere approachability toward genuine empathetic interaction. In terms of Ethical and Professional Conduct, there was strong agreement on the commitment to professional development TWM=3.35, though students noted room for improvement in punctuality and fairness WM=2.91. This suggests that while the "ethical blueprint" is present, the visible manifestation of these values relational ethics is what students value most for maintaining institutional integrity (Mishra, 2024; Packalen, 2024).

Finally, Classroom Management results indicated that while professors believe they are masters of time and resource allocation WM=3.58, students perceive these as the weakest areas of management WM=2.89 and 2.88, respectively. This divergence mirrors research by Hasnanto (2024) and Mahmud (2025), which emphasizes that effective management is less about rigid discipline and more about the functional optimization of the learning environment. The overall implication of the study is that while Albay's Criminology professors possess a solid foundation of expertise and discipline, there is a critical need for Continuous Professional Development (CPD) focusing on soft skills, modern technological integration, and student-centered resource management to better align faculty self-perception with the

lived experiences of their students (Rahman et al., 2020; Laili et al., 2022).

Profile and Teaching Competencies of Criminology Professors

The analysis of the relationship between the profile of Criminology professors and their teaching competencies reveals a bifurcated reality: while academic qualifications and practical experience are significant drivers of pedagogical success, chronological age and the sheer quantity of training attended are not. Statistical testing confirms that educational attainment $t=3.58 > 1.96$ and years of teaching experience $t=2.18 > 1.96$ have a significant positive relationship with competency, leading to the rejection of the null hypotheses for these variables. This implies that higher academic degrees, such as a Juris Doctor or Ph.D., provide the deep theoretical framework and specialized expertise necessary for high-level instruction. At the same time, “classroom seasoning” gained over time allows professors to refine student interaction and classroom management. These findings align with Bulilan (2023) and Nyberg (2021), who argue that advanced degrees facilitate a more sophisticated connection between theory and practice, and Dacles (2024), who posits that experienced educators are better equipped to implement modern instructional methods like critical thinking and technology integration. Conversely, the study found no significant relationship between age $t=0.43 < 1.98$ or the number of trainings and seminars attended $t=0.67 < 1.98$ and teaching competencies, resulting in the acceptance of the null hypotheses for these factors. Despite a high average competency score, $M=3.53$, the data suggest that age does not dictate a professor’s mastery of professional knowledge or ethics, echoing Canuto et al. (2024), who found that professionalism remains consistent across age brackets. Furthermore, the weak link regarding professional development indicates that the frequency of attendance is less impactful than the quality and application of the content. As noted by Abentiw (2025) and Zhou et al. (2023) simply attending workshops does not guarantee improved performance unless the training is practical, pedagogical, and actively integrated into daily instruction. Ultimately, the study implies that to elevate Criminology education, institutions should prioritize supporting faculty in obtaining advanced degrees and fostering long-term retention rather than focusing on age-based hiring or mandatory, non-specific training quotas.

Teaching competencies between the two groups of respondents

The statistical analysis showed that although the two groups scored differently, their overall views on teaching competencies were not significantly different. The Spearman’s rank correlation gave a rho value of +0.60, showing a moderate positive relationship. The t-value was 1.30, which is below the critical value of 1.96 at 5% of significance level. As a result, the null hypothesis was accepted.

Despite this statistical alignment, a “perception cushion” was observed: Criminology professors consistently rated their competencies within the Highly Competent range (3.55 to 3.61), whereas students rated those same competencies within the Competent range (2.93 to 3.05). This discrepancy suggests that while both groups agree on the hierarchical importance of specific skills—such as Professional Knowledge and Classroom Management—professors maintain a higher level of self-confidence in their delivery than learners do.

The implications of these findings are multifaceted. First, the alignment in ranking confirms that both faculty and students share a universal understanding of what constitutes effective instruction, a concept supported by El-Annan and Hassoun (2025), who emphasize the necessity of standardized professional frameworks. However, the lower scores provided by students highlight a demand for further refinement in classroom delivery to reach the “superior” level perceived by faculty. This underscores the importance of Nahari et al. (2020)’s assertion that ongoing professional development is vital to bridge the gap between faculty self-perception and actual student experience.

Furthermore, the data suggest that while the curriculum may be student-centered (Mallillin et al., 2021), the instructors must remain sensitive to the diverse backgrounds of the student body to ensure skills are demonstrated effectively across all demographics (Tio, 2023). Ultimately, the study implies that faculty self-assessments should not exist in a vacuum; rather, integrating consistent student feedback is essential to balance teacher confidence with objective classroom success (Omran et al., 2020) and to maintain a trajectory of continuous quality improvement within the Criminology department (Vázquez-Parra et al., 2023).

Major Final Output

Instructional Strategies for Effective Delivery of Instruction to Students to Enhance the Quality of Criminology Education

1. Rationale and Foundational Needs

This plan aims to address specific teaching and professional disparities among faculty so that criminology instruction remains high-quality, relevant, and engaging. The main needs behind this initiative are:

- **Subject and Pedagogical Depth:** Some faculty members need to strengthen their advanced subject knowledge and teaching methods, which can affect the depth and quality of course content.
- **Classroom Management and Engagement:** Newer faculty need support to improve their classroom management, student engagement, and teaching techniques.
- **Impact of Professional Development:** Current general professional development activities are not always leading to clear improvements

in teaching or student skills.

- **Professionalism and Ethics:** There is a need to more actively include ethical, professional, and disciplinary teaching approaches in both the curriculum and faculty behavior.
- **Alignment of Expectations:** There are small differences between how faculty and students view teaching effectiveness, showing a need for better alignment and responsiveness.

2. Objectives

The main goal is to build a culture of ongoing teaching improvement and professional excellence in the Criminology department. If successful, the plan should achieve the following:

- **Enhanced Mastery and Skills:** Improve subject knowledge and teaching skills for all faculty, and make student learning experiences better, especially by using research-based methods.
- **Improved Teaching Effectiveness:** Help faculty, especially newer members, deliver more effective lessons by improving classroom management and student engagement.
- **Measurable Competency Transfer:** Make sure professional development leads to real improvements in classroom teaching and performance.
- **Strengthened Professional Conduct:** Encourage strong ethical and professional standards, support good teaching practices, and help faculty serve as positive role models for students.
- **Optimized Responsiveness:** Make sure teaching matches student needs, leading to better student expectations and satisfaction based on feedback.

3. Proposed Instructional Strategies (Action Plan)

The following strategies are organized by focus area and directly address the needs identified above:

A. Faculty Mentoring and Subject Development

Through structured peer support and curriculum innovation, the institution empowers faculty to refine their teaching expertise while integrating advanced, research-driven insights into the classroom.

Table 3*Strategic Framework for Faculty Development and Instructional Excellence*

Strategy	Expected Outcomes
A. Faculty Mentoring and Subject Development	
Implement a formal faculty mentoring program pairing junior and senior professors.	Enhanced subject mastery and improved pedagogical skills.
Integrate research-based assignments, case studies, and applied projects into core courses.	Enriched learning experiences for students.
Support and promote opportunities for faculty to pursue higher degrees or specialized short courses and Related Training or Seminars.	Deeper integration of advanced, current knowledge into instruction.
B. Pedagogical Skills and Classroom Management	
Provide mentorship and guided classroom observation in conjunction with experienced faculty members.	Improved classroom management, stronger student engagement, and more effective teaching delivery.
Utilize structured training methods like simulations, role-playing, and mock exercises in teaching practice.	Refined classroom techniques and increased teaching confidence.
Offer specialized workshops focused on advanced classroom management and student-centered teaching strategies.	Direct application of specialized skills to immediate classroom environments.
C. Targeted Professional Development and Implementation	
Conduct targeted, practical workshops focusing on active learning, assessment methods, and educational technology integration.	Increased transfer of professional development into practice and improved teaching skills.
Encourage the immediate application of learned strategies in classroom settings.	Improved and measurable enhancement of classroom performance.
Facilitate reflective teaching sessions (e.g., peer reviews) to evaluate training effectiveness and foster self-correction.	Deeper self-awareness and continuous improvement in instructional delivery.
D. Ethics, Professionalism, and Curriculum Integration	
Incorporate ethics-centered case discussions and professional scenario analysis throughout the curriculum.	Enhanced ethical and professional standards among both students and faculty.
Promote faculty as role models in professional and ethical conduct.	Positive modeling for students.
Conduct workshops on innovative pedagogical methods and effective communication techniques.	Updated and engaging teaching methods applied in the classroom.

Based on the strategic framework for Criminology professors in Albay, the findings highlight a shift from traditional lecturing toward a more holistic, mentorship-driven instructional model. A key takeaway is the emphasis on bridging the gap between theory and practice through “active learning” strategies—specifically using simulations and case studies—to ensure that subject mastery translates into student engagement. The data suggests that for these educators, professional growth is not just about individual degree-seeking, but about building a collaborative culture through peer reviews and formal mentoring. Ultimately, the integration of ethics-centered scenarios and reflective teaching practices serves as a foundation for enhancing both the pedagogical skills of the faculty and the professional standards of the Criminology program as a whole.

4. Evaluation and Metrics

The plan’s success will be measured against the expected outcomes using these methods:

Table 4
Faculty Assessment Matrix: Metrics and Evaluation Methods

Area of Evaluation	Metric/Method
Subject Mastery & Pedagogical Skill	Post-training assessment scores; Senior faculty peer review reports; Student performance on research-based assignments.
Classroom Management & Engagement	Classroom observation checklists focusing on time management and student participation; Student feedback mechanisms (surveys).
Transfer of Learning	Pre- and post-workshop evaluation of teaching techniques; Analysis of faculty lesson plans for integration of new technology/methods.
Ethics & Professionalism	Student perception surveys regarding faculty role modeling; Curriculum review to ensure comprehensive ethics coverage.
Alignment of Effectiveness	Establishment of regular feedback mechanisms (e.g., surveys, focus groups) with students; Analysis of faculty adjustments to instructional methods based on student input.
Overall Faculty Satisfaction	Annual faculty surveys assessing the perceived value and impact of the mentoring and professional development programs.

The evaluation data underscores a multifaceted approach to refining criminology education in Albay, focusing heavily on the synergy between theoretical mastery and practical classroom application. A significant finding

is the emphasis on “Transfer of Learning,” where the success of instructional enhancement is measured by the tangible integration of new technologies and methodologies into faculty lesson plans. Furthermore, the inclusion of “Alignment of Effectiveness” suggests that the research recognizes a critical gap: teaching competency is not just about the professor’s knowledge, but their ability to pivot based on direct student feedback and focus group insights.

By linking senior faculty peer reviews with student performance on research-based assignments, the study establishes that professional development must be both top-down (mentorship) and bottom-up (student outcomes). Ultimately, the data indicates that enhancing instructional strategies in this region requires a balance of ethical role modeling and measurable pedagogical shifts, ensuring that criminology professors are as adept at managing classroom dynamics as they are at mastering the intricacies of the law.

5. Budget Allocation for Faculty Development

To ensure the effective delivery of instruction and fulfill the Human Resource Development Program (HRDP) goals, the budget will be primarily sourced from the HRDP Fee, Faculty Development Fee and the Institutional Development Fund as indicated in the School’s Assessment Form or Registration Form. The allocation is structured to ensure every faculty member receives consistent support for professional growth, directly impacting student satisfaction and instructional quality.

A. Strategic Funding Source:

The following fees are the designated funding sources for this plan:

- **Human Resource Development Program (HRDP) Fee:** This is the primary fund used to improve the competency and human capital of the institution. It will be allocated toward advanced pedagogical workshops and classroom management training.
- **Faculty Development Fee:** This supplementary fund will cover the specialized criminology seminar registrations.
- **Institutional Development Fund (IDF):** This serves as the structural backbone, providing the tools and environment necessary for faculty to perform at a high level.

B. Annual Budget Allocation Breakdown:

The annual budget allocation per faculty member is structured as follows:

Table 5

Annual Faculty Development Funding and Resource Allocation

Funding Source (from White Form)	Specific Application to Faculty Expenses	Annual Amount per Faculty
Human Resource Development Program Fee	Specialized training in Classroom Management, Pedagogical Depth, and Student Engagement techniques.	Php 5000.00
Faculty Development Fee	Advanced subject-matter certifications, attendance at Criminology conventions, and Graduate Study subsidies.	Php 6,000.00
Institutional Development Fund	Provision of research-based instructional materials, ethical leadership workshops, and technology-integration tools.	Php 4,000.00
TOTAL ANNUAL ALLOCATION	Direct Investment in Teaching Excellence	₱15,000.00

The financial framework outlined in the White Form demonstrates a strategic commitment to elevating criminology education in Albay through a targeted ₱15,000.00 annual investment per faculty member. By diversifying funds across the Human Resource Development Program, Faculty Development, and Institutional Development sectors, the institutions prioritize a holistic approach to teaching competency that balances pedagogical mastery with specialized subject expertise. This structured allocation ensures that professors are not only equipped with traditional classroom management skills but are also financially supported in pursuing advanced certifications and research-based instructional tools, directly addressing the study's goal of enhancing instructional strategies through sustainable institutional backing.

C. Rationale and Foundational Funding

The primary purpose of this budget is to ensure that our faculty members are not just maintaining their current standards but are actively growing alongside the evolving demands of modern education. By moving away from a one-size-fits-all approach, this allocation recognizes that different professional milestones whether it is mastering classroom technology or pursuing advanced graduate studies require specific financial backing. This investment is built on the belief that when teachers are supported in their own learning, the quality of the student experience improves proportionally.

Fund Release and Implementation

To ensure these resources are utilized effectively, the funds will be managed through a streamlined request-and-release process: (1) Annual Availability: The total allocation of P15,000.00 per faculty member is earmarked at the start of each academic year. (2) Request Process: Faculty members may access their funds by submitting a brief proposal or registration form related to their specific area of interest (e.g., a specialized seminar or a graduate study milestone). (3) Implementation: Once approved, funds are released either as a direct payment to the service provider, such as a certification body or as a reimbursement to the faculty member. (4) Accountability: To maximize the impact of this investment, faculty members are encouraged to share their newly acquired insights with the rest of the department through brief “echo sessions” or shared instructional materials following upon completing of their funded activity.

CONCLUSIONS

This study investigated the teaching competencies of criminology professors in the Province of Albay to inform the enhancement of instructional practices. The findings identify both strengths and areas for improvement among professors, with the overarching aim of improving the quality of criminology education.

Most criminology faculty members are young and have limited teaching experience. Schools depend on these newer educators, who bring fresh teaching methods but lack guidance from more experienced mentors. Many professors are working toward advanced degrees, such as Juris Doctor degrees, or already hold them. They tend to choose training and seminars that build investigative and legal skills, instead of focusing on professional development or accreditation.

The Criminology Professors consistently overestimate their teaching competence across all measured areas, rating themselves as Highly Competent while their students consistently rate them as only Competent, revealing a significant perceptual. In Professional Knowledge and Pedagogical Skills, the professors’ main weakness is integrating the latest research and effectively using technology in teaching, respectively; for Interpersonal Skills, students felt professors were weakest in active listening; for Ethical and Professional Conduct, the largest deficiency was in perceived fairness and impartiality; and finally, in Classroom Management, the core weakness was the practical and efficient use of class time.

Criminology professors tend to teach better when they have higher degrees and more years of teaching experience. In contrast, age and simply attending many trainings or seminars do not have much effect on teaching skills. This indicates that focused, high-quality professional development

matters more than just the number of trainings. To improve teaching, schools should help faculty earn advanced degrees and gain real classroom experience, while making sure any training is practical and relevant.

Criminology professors and their students mostly agree on their general opinions about teaching skills, and the study found no significant difference between their views, so they basically see things the same way. Professors rate themselves and each other as very skilled, while students usually rate them as just skilled. This means students think their teachers are good, but not as good as the teachers think. This shows there is a need to improve teaching and set up ways for students to give feedback, so that high ratings from other teachers also lead to the best learning for students.

The proposed instructional strategies are suggested to fix the differences in what teachers know and can do by using mentors, giving teachers chances to try new ways of teaching in workshops and practice sessions, and adding real-world research and ethics to what is taught. Most importantly, it creates a student-focused environment by using regular feedback like surveys and group discussions to make sure teaching matches what students need and expect. By making teachers better at their subjects, improving their teaching skills, showing good behavior, and listening to students, the goal is to make teaching much better and help all students learn more.

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