CRIMINOLOGY EDUCATION AMONG HIGHER EDUCATION INSTITUTIONS (HEI’s) IN REGION IX, MINDANAO, PHILIPPINES: PROBLEMS AND PROSPECTS

MARVIN A. RECAPENTE, D.M.

Jose Rizal Memorial State University
Main Campus, Dapitan City

ABSTRACT

This study was undertaken to find out the existing problems and prospects among the ten (10) higher education institutions offering Criminology Education in Region IX during the School Year 2005-2006.

A descriptive-survey method on the conditions of higher education institutions offering Criminology Education utilizing the modified questionnaire on the provisions of operation standard set by the Commission on Higher Education was used. There were 469 respondents. Ten were administrators; while 106 were faculty members and 353 student respondents.

The result of the study revealed that majority of those interested in Criminology both in teaching and administration were matured married males. Most of the administrators were inexperienced master’s degree holder while the faculty with baccalaureate degree shared a higher percentage among the teaching staff and were also inexperienced. There were more private schools that offer criminology program than public school while most of those were still in a college status and were situated in the urban area.

The result of the study revealed that administrators of public and private higher education institutions offering Criminology encountered occasional operational problems while the faculty generally seldom encountered operational problems in all areas expect in research and publications were they both also encountered occasional problems. Students of both public and private HEI’s seldom encountered operational problems. However in the public HEI, occasional problems were experienced in library, physical facilities and equipment, research and publications, instructional standards.

The result of the study revealed that problems encountered by administrators, faculty and students of Criminology Education differed significantly in all eight areas of operation. Problems encountered by the public and private faculty differed significantly in all areas of operation except in faculty and curriculum. However for the students, it differed significantly in all areas of operation.
There was a very strong agreement among the administrators in the development prospects. Majority of the public and private HEI faculty very strongly agreed with development prospects. However, there was a strong agreement found in prospects for research and publications. Both public and private HEI students strongly agreed with development prospects for criminology education in all eight areas.

Criminology Education administrators and faculty of public and private HEI’s should collaborate with administrative efforts at addressing occasional problems in research and publications, while introducing the importance of research in their class.

Key Words & Phrase: Criminology Education, Higher Education Institutions (HEI’s), its problems and prospects.

INTRODUCTION

Crime remains a major problem in the Philippines today. Familiar crimes printed on the pages of newspapers range from murder, rape, robbery, gambling, assault, drugs, and rebellion against the state. In fact, these are increasing each day. The handling of these crimes is the object of concern and study in criminology education. The very reason why criminology education has recently gained popularity in higher education institutions especially in Region IX. This is evident with the unprecedented increase in student enrolment in the course and the community’s concern to secure its citizens and the economy, which are at stake because of crime.

Criminology is an academic discipline devoted exclusively to the scientific study of the causes and control of crime (Petersilla, 1996). It also deals with criminal behavior, and the impact of laws on human behavior and vice versa. It differs from the criminal justice in the sense that criminal justice focuses on the components of the justice system including police, court, and corrections.

A study on Criminology is not easy. At its core, it requires an understanding of the vagaries of human behavior, with an application of their biological, cultural, and sociological foundations. Each factor contributes a partial explanation for crime, but non comprehensive and moreover, all are fraught with controversy.

Understanding crime is complex because the behavior is defined and controlled by a justice system comprised of many diverse organizations, such as the police and the corrections. Each organization is also governed by a separate system of complex laws and philosophies (Rounds, 2000)

In accordance with the pertinent provisions of Republic Act No. 7722 otherwise known as the “Higher Education Act of 1994”, the Criminal Justice Education is established. The Commission on Higher Education issued Memorandum Order No, 21, series of 2005, outlined the policies and standards for Criminology Program for implementation for the Academic Year 2005-2006. CMO 21 envisions engaging higher educational institutions to produce graduates with knowledge and skills to meet the challenge of globalization in the field of criminology.
President Gloria M. Arroyo (2002) averred, “crime threatens the country’s security and economic development, even as the government strives to make the economy thrive in the global arena”. In this context, criminology graduates are expected to enter occupational fields such as law enforcement, correctional counseling, probation and parole work, immigration and naturalization services, investigation services, institutional corrections and community based corrections (White, 2004).

The researcher being in the profession for years, is concerned to make criminology education relevant to the times and to face the challenge of excellence in carrying out its raison d’etre. Hence, the study is conducted. And, hopefully will be able to determine the problems encountered in the program and design strategies for developing universities and colleges offering Criminology Education in Region IX.

OBJECTIVES OF THE STUDY

The main purpose of the study was to find out the existing problems and prospects of higher education institutions offering Criminology Education in Region IX.

Specifically, this study determined the profile of the respondents and the profile of Higher Education Institution’s offering Criminology Education; it’s problem encountered; the difference in the problems encountered by criminology administrators, faculty and students; difference in the problems encountered by public and private institutions offering Criminology Education; future development prospects of higher educational institution offering Criminology Education; difference in the development prospect of public and private institutions offering Criminology Education; and finally, the employment status of the criminology graduates.

METHODOLOGY

The research employed the descriptive-survey method, utilizing a researcher-made questionnaire to gather data. The survey was made to ascertain the conditions of the higher educational institutions offering Criminology based on the operational standards set by the Commission on Higher Education. The researcher utilized the provisions of CHED Memorandum Order No. 21, Series of 2005, as the source of information on the ideal state of operation of Criminology Education. The provisions under eight (8) areas were revised to reflect problems encountered and development prospects for future implementation. Informal, unstructured interview was used to complement the questionnaire on the employment status of criminology graduates within the last ten years. It also involved description, reading, analysis and interpretation of existing conditions. In determining the problems and prospects, this study utilized official records and other materials from HEI’s understudy. The data were drawn from four hundred sixty nine (469) respondents who were composed of deans, teaching faculty and students. The data were treated using the frequency count, ranking, percentage, weighted mean and ANOVA F-test.
THE RESULTS

Based on the data gathered, it was revealed that one hundred percent of the Administrators or Heads of colleges and universities offering Criminology Education were males and more than three-fourth of the faculty were also males (10 or 100% and 83 or 78.3%). More than half of the colleges and universities offering Criminology Education were within 41-50 years old bracket, while one-third of the faculty were on the same age bracket (6 or 60% and 36 or 33.9%). One hundred percent of the Administrators or Heads of colleges and universities offering Criminology Education were married while four-fifth of the faculty were also married (10 or 100% and 84 or 79.24%). Almost three-fourths of the administrators or heads of colleges and universities offering Criminology Education were master degree holders, two-fifth of the faculty were master degree holder (7 or 70% and 65 or 61.32%). More than three-fourths of the administrators and faculty were inexperienced (8 or 80% and 84 or 79.24%). One-tenth of the institution in the region offering Criminology Education is under university status (1 or 10%) while the remaining nine-tenth was still under the college status (9 or 90%).

Administrators of public and private higher educational institutions offering Criminology always encountered problems in research and publication (GM 3.55), while faculty encountered occasional problem in the same area (GM 2.82) while the students seldom encountered it (GM 2.42). There were significant differences in the problems encountered by Criminology administrators, faculty and students. There were significant differences in the problems encountered by public and private institutions offering Criminology Education in all areas. Both administrator of public and private higher educational institutions offering criminology very strongly agreed on the development prospects in the students competency (GM 4.00) while faculty very strongly agreed on the instructional standard (GM 3.58) and the students strongly agreed on the student competency and physical facilities and equipment (GM 3.01). There were significant differences in the development prospects of public and private institutions offering Criminology Education in all areas for the faculty while for the students there was no significant differences in all areas. Finally, both graduates of Western Mindanao State University and Andres Bonifacio College obtained a high probability of employment in the Philippine National Police (GM 3.92 and 3.80).

DISCUSSION AND CONCLUSIONS

The findings of the study showed that majority of those interested in criminology both in teaching and administration were males; and also majority of the respondents are matured persons; most of them were married. On the other hand, most of the administrators were master’s degree holder while faculty with baccalaureate degree have high percentage among the teaching staff. Most of the administrators and faculty of Criminology Education were inexperienced. There are more private schools that offer criminology program than public school while most of those were still in a college status.

The biggest problem among administrators, faculty and students of public and private higher institution offering Criminology is in research and publication. Public HEI’s have a bigger
problem in physical facilities and equipment and instructional standard while Privates HEI’s have bigger problems in library. Public and private HEI’s focused primarily their development on enhancement of student competency. There are significant differences in public and private HEI faculty and students, degree of agreement to development prospects for HEI’s offering Criminology Education. Meanwhile, students were often times employed in the Philippine National Police.

RECOMMENDATIONS

It is recommended that criminology administrators of public and private HEIs should plan immediate action to address recurring problems in research and publication first. Criminology teaching faculty of public and private HEIs should collaborate with administrative efforts at addressing occasional problems in research and publications, while introducing the importance of research in their class. Send administrators and faculties to seminars, workshops and conferences on research and publication. Criminology administrators, immediately implement the development prospects in all area, namely: student competency standards, program administration, physical faculties and equipment, instructional standards, curriculum, teaching faculty, library and research and publication. Criminology faculty of public and private HEIs actively participate and support efforts at implementing development prospects in all areas of operation. Criminology students of public and private HEIs, through the student government, actively push for and cooperate in institutional efforts at implementing development prospects in all areas of operation.

At a macro level, congress and official of the Criminal Justice System must: Institute practical reforms to improve the Criminology Education in the country particularly in Region IX. See to it that financial subsidies are provided to struggling institutions for the acquisition of resources, like classrooms, specific textbooks, instructional materials, laboratory paraphernalia, etc. needed to deliver requisite competencies to students; and. Provide financial assistance for the acquisition of relevant educational technologies, like computers, cassette tape/cd/vcd players, recorders, led projector, and in training teachers on the efficient care and use of these gadgets to facilitate instruction.

At a micro level, administrators and governing boards of respondent HEIs must: Emphasize the factors of high performance like effective planning, coordination and supervision to effect quality instruction. Monitor and evaluate teaching faculty regularly along the competencies mentioned in this study to improve their professional, social and personal qualities. Send qualified faculty members to specialist trainings to update them in the newest trends of teaching technical courses in Criminalistics. Hire only competent instructors or those whom measure up to the qualifications set forth by CHED. See to it that faculty members handle only subjects along their specialized field, and to reduce class size to a manageable quality (35 to 40 students), since class size is a strong predictor of teaching effectiveness. Encourage and advise faculty member to take up or finish relevant graduate and post-graduate studies not only for promotion but for professional growth and development. Conduct regular meeting and
dialogue with teachers to sort out matters of common concern, instructional materials, manual, methods, strategies, problems and proposal, and should see to it that teachers’ needs and difficulties are immediately addressed.

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