



IMPLEMENTATION OF CRIMINOLOGY PROGRAM BY THE LOCAL COLLEGES AND UNIVERSITIES IN METRO MANILA: BASIS FOR A PROPOSED PROGRAM TOWARDS CENTER OF DEVELOPMENT

Renel P Cruz¹, Rhem Rick N Corpuz², Oscar G Abuan³, Edelito P Deles⁴

¹Taguig City University, Philippine College of Criminology

²Angeles University Foundation

³Taguig City University, Philippine College of Criminology,

⁴Taguig City University, CELTECH Olongapo City

Abstract

This study investigates the implementation of criminology programs in Local Colleges and Universities (LCUs) across Metro Manila, focusing on their journey toward achieving the prestigious "Center of Development" status. Key dimensions, including instructional quality, research and publications, extension and partnerships, and institutional attributes, are evaluated using a quantitative methodology and a descriptive survey approach. In terms of instructional quality, LCUs generally perform well, with strengths in program administration (mean of 3.02), faculty expertise, curriculum relevance, facilities, libraries, IT infrastructure, student support systems, graduate profiles, and graduate tracer studies. However, challenges persist in licensure examination performance (mean of 2.08). Research objectives and policies are partially implemented, leaving room for growth in research output and resource allocation. Institutional attributes, though typically met, require enhancement, emphasizing extension activities and partnerships. Challenges across various program aspects, such as faculty development, curriculum updates, laboratory equipment, research sustainability, extension activities, and institutional recognition, are identified. Overcoming these challenges is crucial for LCUs in their quest for the "Center of Development" status conferred by the Commission on Higher Education (CHED). Recommendations: A comprehensive enhancement program is proposed to address challenges, focusing on improving instructional quality, invigorating research and publication efforts, strengthening extension initiatives, and enhancing institutional qualifications. Diligent execution of this plan will propel Metro Manila's LCUs toward realizing their potential as Centers of Development, thereby providing high-quality higher education to students from diverse socioeconomic backgrounds. This research offers insights and strategic directions for elevating criminology programs in Metro Manila's LCUs, contributing to the region's educational quality and social equity.

Keywords: Criminology programs, instructional quality, research, extension, institutional qualifications, Center of Development, local colleges and universities

INTRODUCTION

Local Colleges and Universities (LCUs) have implemented distinct strategies to bolster degree programs like the Bachelor of Science in Criminology. Emphasizing accessible higher education, LCUs prioritize breaking down barriers, ensuring that individuals facing financial or geographical constraints have opportunities for advanced learning (CHED, 2023). Consequently, LCUs frequently employ measures like affordable tuition fees and financial aid or scholarships to enable eligible students to pursue their education (CHED, 2023). LCUs are committed to maintaining high educational standards, closely collaborating with accreditation bodies and government agencies to ensure the quality of their degree programs. This commitment guarantees that the degrees conferred by LCUs are recognized and respected by employers and other educational institutions. Local Colleges and Universities are government initiatives designed to provide access to higher education to individuals from lower and middle socio-economic backgrounds, with a primary focus on helping them attain bachelor's degree. LCUs offer programs like the Bachelor of Science in Criminology, which is particularly valuable for those interested in law enforcement and public safety administration. Despite challenges related to infrastructure, faculty positions, and budgetary support, LCUs significantly contribute to the nation's human capital development in this field (Smith, 2021).

Furthermore, LCUs continuously monitor and improve their programs by tracking the success of their graduates. For instance, in the case of the Bachelor of Science in Criminology, LCUs aim to produce licensed criminologists who are well-prepared for careers in law enforcement, public safety administration, or related fields. Criminology education plays an instrumental role in nation-building, with over 430 Higher Education Institutions (HEIs) in the Philippines offering criminology programs adhering to Commission on Higher Education (CHED) standards. Some of these institutions receive recognition as Centers for Excellence and Centers of Development in Criminology Education, signifying the exceptional quality of their graduates. CHED also utilizes Institutional Quality Assurance Through Monitoring and Evaluation (IQUAME) to assess HEI graduates (Cano, 2022).

The BS in Criminology is one of the programs offered at selected local colleges and universities across the country, and in the National Capital Region, there are six identified LCUs offering the BS in Criminology. While it aims to provide quality learning and prepare the less fortunate students to become law enforcers and be part of the public safety administration, it is quite noted that there are problems faced by the LCUs, particularly in Metro Manila. Some of these meet the minimum requirements set by the Commission on Higher Education under CHED Memorandum Order (CMO) No. 5 Series of 2018 (Policies, Standards, and Guidelines for the BS Criminology Program), particularly in faculty qualifications and laboratory requirements.

This study focused on implementing the BS Criminology program offered by the Local Colleges and Universities in Metro Manila towards the attainment of the Center of Development. Currently, six LCUs in Metro Manila offer the BS Criminology program. It is worth noting that these LCUs are pursuing accreditation by the Association of Local Colleges and Universities Commission on Accreditation (ALCUACO).

Literature Review

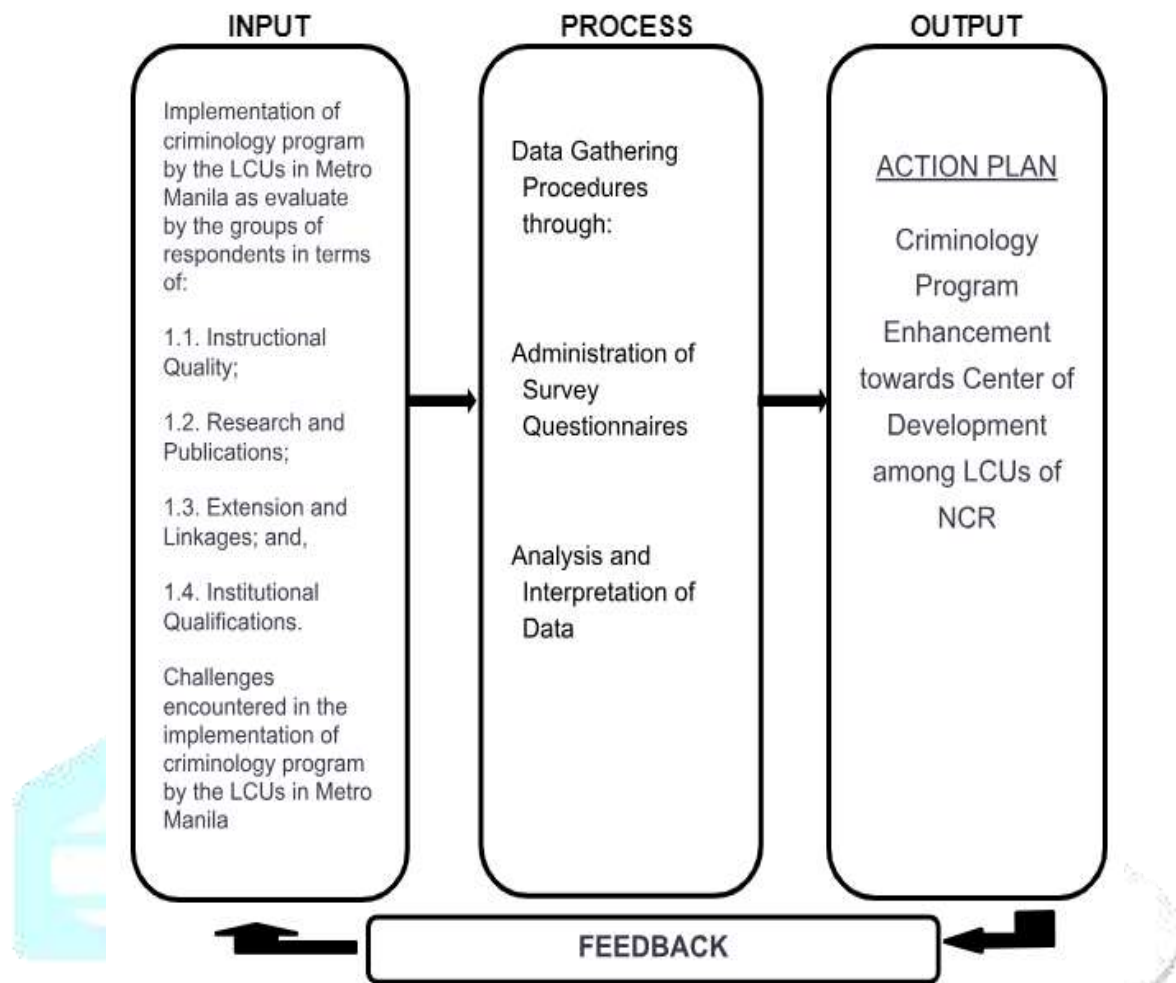
The literature on implementing criminology programs in the regional colleges and universities in Metro Manila offers a detailed examination of several aspects, illuminating similarities and differences in viewpoints. The emphasis on instructional quality where efficient teaching strategies, classroom management, and social and emotional support are deemed crucial recurs frequently in these sources (Senden et al., 2021). Furthermore, the benefits of using digital resources, mainly digital libraries, in terms of time and space savings, are recognized, even though there are specific issues that librarians need to resolve (Khan, 2021).

When it comes to discussing how globalization affects educational paradigms, the literature diverges. Miller (2021) urges a more nuanced evaluation of regional socioeconomic conditions, voicing worries about the blind adoption of Western techniques in emerging nations. In a similar vein, opinions on the Philippine education system differ. Granada (2021) observes that private schools are preferred. However, The Quality Assurance Agency for Higher Education (2018) emphasizes the importance of CHED's supervision and improvement of higher education and its role in fostering global partnerships for educational advancement. The issue of financial accessibility becomes a matter of dispute. Johnson and colleagues (2022) promote the benefits of academic advising and student support services on academic achievement. In contrast, Habiba and Liaqat (2022) emphasize the importance of financial accessibility via scholarships, especially for students from lower-income families.

Various points of view provide more depth to the conversation. According to Ju, Jiang, and Zhao's research from 2023, excellent academic leadership is essential for promoting innovation, especially for criminology programs. The significance of critical awareness and empowerment is emphasized by Stockdale, Sweeney, and Dean (2021, 2022), who stress the requirement of comprehending power dynamics and empowering pupils via critical information literacy skills. Additional essential components are covered by the literature, such as well-stocked labs (Parek, 2021), strategic planning and library resources (Vanansio, 2021; Inga & Cardenas, 2021), alum engagement (Rodriguez & Garcia, 2020), digitization (Popova & Gagarina, 2020), and instructional spaces (Kamba et al., 2019). Every viewpoint provides stakeholders with a different lens to observe the many factors and problems associated with putting criminology programs into practice. In the dynamic educational landscape of Metro Manila, the successful development and implementation of effective criminology programs can be facilitated by incorporating these various perspectives into decision-making processes.

Theoretical/Conceptual Framework/Paradigm of the Study

This research paper relies on two critical theoretical frameworks: the "Theory of Change for Higher Education" for crafting specific plans to achieve the study's outcomes and the "CMO No. 48 Series of 2006," which outlines the objectives and criteria for the Center of Development. The Input-Process-Output (IPO) model by Canonizado (2021) was employed to structure the study, as depicted in the figure below. The IPO model synthesizes various scholarly articles that delineate the essential steps for conducting educational research. It guides researchers in formulating a sequence of actions required throughout the study, drawing from other academics' insights, observations, and conclusions in the educational research field.



Significance of the Study

This study is noteworthy because it assesses the implementation of criminology programs in Metro Manila's Local Colleges and Universities (LCUs), emphasizing attaining Center of Development (COD) recognition. The findings could improve the standard of instruction in criminology programs offered by Higher Education Institutions (HEIs). Directing enhancements to the BS in Criminology curriculum and the College of Criminal Justice Education's (CCJE) general operations directly benefits LCUs in Metro Manila. Moreover, LCUs nationwide stand to gain from the study by utilizing it as a foundation to enhance their operations to receive COD recognition and guarantee high-quality instruction. Based on the study's findings, faculty members at the CCJE can enhance their performance in research, teaching, and outreach initiatives. The study helps CCJE students receive a higher-quality education. Academic administrators can use it for comprehensive improvement plans, and local government organizations can handle related educational issues. In order to assess and enhance criminology programs, the study also offers valuable information to the Professional Regulatory Board of Criminology, the Commission on Higher Education (CHED), the Association of Local Colleges and Universities Commission on Accreditation (ALCU COA), and the Professional Criminologists Association of the Philippines (PCAP). It might also provide the foundation for laws requiring funding for LCU upgrades. In addition to benefiting stakeholders, the study advances the researcher's career, influences policy, encourages cooperation, and serves as a resource for upcoming studies on the execution of criminology programs.

Objective of the Study

This study aimed to evaluate the implementation of a criminology program by the Local Colleges and Universities in metro Manila towards the Center of Development. Specifically, this research sought answers to attain the following objectives:

1. To evaluate the level of implementation of the criminology program by the Local Colleges and Universities in Metro Manila in terms of:
 - 1.1. Instructional Quality;
 - 1.2. Research and Publications;
 - 1.3. Extension and Linkages; and,
 - 1.4. Institutional Qualifications
2. To compare the evaluations of the respondents on the level of implementation of the criminology program by the Local Colleges and Universities in Metro Manila in terms of the above-mentioned variables.
3. To investigate the challenges encountered in the implementation of the criminology program by the Local Colleges and Universities in Metro Manila.
4. To provide a criminology enhancement program towards the Center of Development in the Local Colleges and Universities in Metro Manila.

METHODOLOGY

Research Design

A quantitative research methodology was used in this study to collect and examine participant responses. The quantitative approach in the social sciences looks for numerical patterns to analyze various phenomena in economics, sociology, and psychology. Numerical data, either assigned numerical values or intrinsically quantitative, are collected using this method. Researchers do statistical analyses, identify patterns among data points, draw inferences, and compare using this quantitative data. A study approach or methodology known as quantitative research gathers and examines numerical data to comprehend, characterize, or explain different facets of a phenomenon or topic of interest. This technique uses standardized instruments, statistical analysis, and structured research procedures to quantify and analyze a population or sample's variables, relationships, patterns, and trends (Creswell, 2017).

Research Method

In order to evaluate the degree to which local colleges and universities in Metro Manila are implementing criminology programs in terms of instructional quality, research and publications, extension and links, and institutional qualities, this study used a descriptive survey research approach. A technique of study that is intended to methodically characterize and report on the traits, actions, attitudes, opinions, or circumstances of a specific population or group is known as a descriptive survey method. It seeks to offer a thorough, accurate, and factual description of the topic being looked at. In order to gather information that describes different facets of a phenomenon or group without necessarily attempting to explain or establish causality, descriptive surveys are frequently employed in the social sciences, education, psychology, and other fields (Creswell, 2017).

Population of the Study

A target sample of 132 academic officials and faculty personnel from different LCUs in Metro Manila participated in the study. The Dean, the Program Chair, and the Coordinators for Research, Extension, Laboratory, and On-the-Job Training were among the Academic Officials. A purposive sampling technique was used for this group because the number of academic officials within each LCU is comparatively low. Purposive sampling, sometimes called judgmental or selective sampling, is a kind of non-probability sampling in which researchers pick particular members of the population to be surveyed based on their judgment. This approach necessitates that researchers be aware of the study's goals in advance, allowing them to select participants carefully for online surveys using Alchemer and other

platforms. Because all survey respondents are chosen according to predetermined standards or profiles, purposive sampling is beneficial when researchers want to focus on a specific subset of people (Alchemer, 2021). The profile data of the respondents, including their allocated LCUs, gender, marital status, level of education, and time spent in the LCUs, were gathered by the researcher for this study.

Data Gathering Tools

A self-structured survey questionnaire and complementary interviews with pertinent experts were combined to create a well-organized and comprehensive research instrument used in this study to collect data on implementing criminology programs in local colleges and universities (LCUs) in Metro Manila. The instrument using a survey questionnaire consists of three main sections: the first gathers demographic data for analysis and context; the second evaluates the implementation of criminology programs using CMO 48 Series of 2006; and the third lists the implementation issues that LCUs experience. Members of CHED's Regional Quality Assurance Team and accreditors from the ALCUCOA participated in the expert interviews, offering their additional perspectives and suggestions to enhance the study's conclusions. This multifaceted strategy, which combines quantitative data and expert viewpoints, guarantees a thorough investigation of the research issue, validates findings, and provides a thorough grasp of the execution of criminology programs in LCUs. Obtaining informed permission, maintaining confidentiality, and addressing potential researcher bias are among the ethical aspects of the study. Expert interviews provide context and depth, improving the findings' validity and applicability. This is especially true when comparing the results to the criteria outlined in CHED Memorandum Order No. 48 Series of 2006 for criminology programs seeking Center of Development (COD) designation the study's overall efficacy results from the researcher's meticulous preparation and resource management.

Data Gathering Procedure

The methods for collecting data for this study were carefully carried out using several clearly defined stages. First, a thorough survey questionnaire was created and validated. It then underwent a rigorous face and content validation procedure, including a dry run validation with subject matter experts. The deans of six Local Colleges and Universities (LCUs) were then formally requested in writing to grant permission and assist in conducting the poll. The survey questionnaires were given to respondents by the Deans and Program Heads after obtaining clearances, and the researcher collected the completed instruments once the respondents had finished. The gathered data were subjected to a comprehensive study, which included working with a statistician and academic advisor for methodical tabulation and statistical processing. After the results were examined, presented, and interpreted, the study's overall credibility and depth were increased by conducting in-depth interviews with accreditors and members of the Regional Quality Assurance Team (RQAT) to get their professional perspectives and thoughts. The researcher reached well-founded conclusions for the study because of the systematic methods that together guaranteed the rigor and robustness of the data collection process.

Treatment of Data

Various statistical techniques and rating scales were used in the research to handle the data related to the sub-problems. In Sub-Problem No. 1, respondent profiles were created using the percentage method, assessments were evaluated using the weighted mean, and the implementation levels of criminology programs were measured using a four-point rating scale. Sub-Problem No. 2 employed analysis of variance (ANOVA) for significance testing, statistical assumptions testing, and standard deviation to quantify data variation. Sub-Problem No. 3 used a four-point rating system to gauge the difficulty of the problems and the Weighted Mean to calculate ratings of the challenges. These techniques guaranteed a comprehensive and methodical investigation, enabling the researcher to make well-informed judgments about the goals and research questions of the study.

Ethical Considerations

A solid adherence to ethical principles governed the research's implementation, especially when gathering participants' sensitive assessments of how criminology programs were implemented in their Local Colleges and Universities (LCUs). A rigorous informed consent process was developed with the primary goal of protecting participant confidentiality. It ensures that participants are thoroughly aware of the study's methods, goals, potential risks, benefits, and rights. It was crucial to respect people's autonomy so they might refuse to participate without being forced to. Every facet of the research was infused with ethical considerations, which strongly emphasized security, anonymity, and avoiding overly sensitive survey questions. The idea of voluntary involvement persisted, and members were categorically guaranteed the freedom to leave at any time without facing repercussions. In order to protect the integrity of the research and the general welfare of participants, this ethical framework attempted to protect the rights, dignity, and well-being of all participants, particularly those from potentially disadvantaged groups.

RESULTS AND DISCUSSIONS

1. The level of implementation of criminology program by the Local Colleges and Universities in Metro Manila

Table 1 presents an evaluation of the level of implementation of the criminology program by Local Colleges and Universities (LCUs) in Metro Manila, specifically focusing on Instructional Quality within Program Administration. The overall mean score is 3.02, indicating a general level of implementation. It is noteworthy that all groups of respondents consider this aspect as implemented. A detailed breakdown of the results for each LCU is as follows: Taguig City University (TCU) with a mean of 3.10, Pamantasan ng Lungsod ng Muntinlupa (PLMun) at 3.03, Pamantasan ng Lungsod ng Marikina (PLMar) at 2.99, Universidad De Manila (UDM) at 3.05, University of Caloocan City (UCC) at 2.97, and City of Malabon University (CMU) at 2.96.

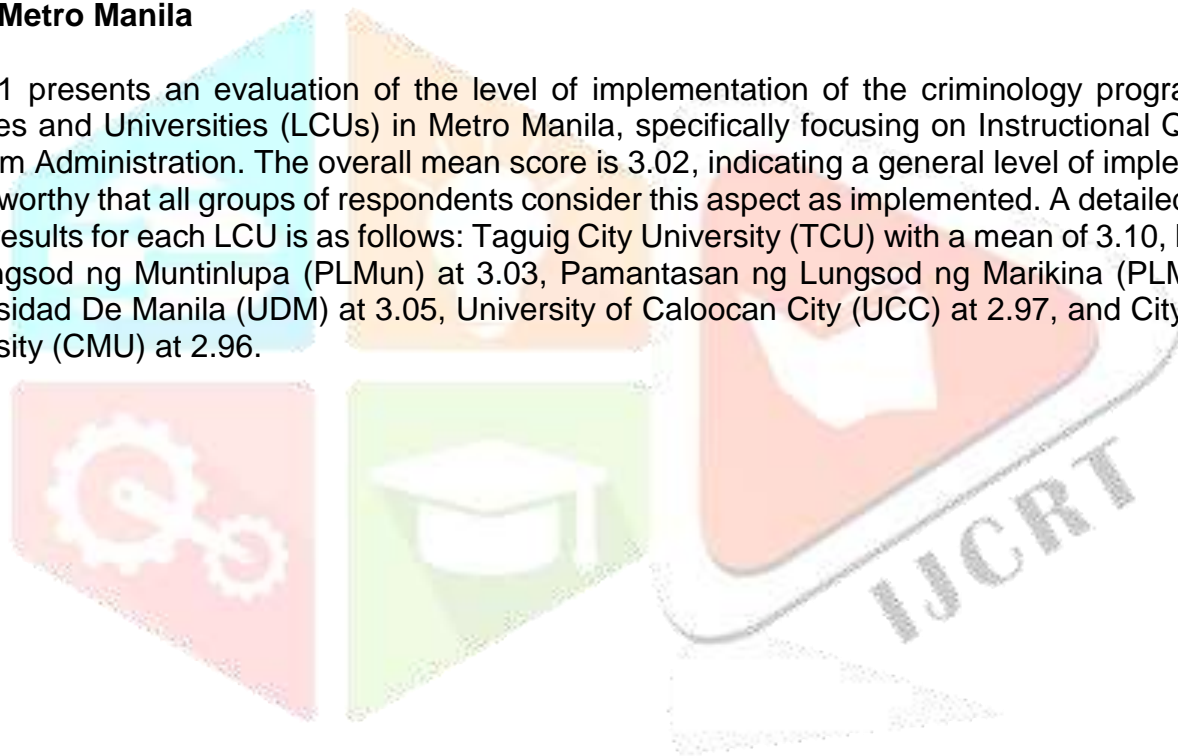


Table 1

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Program Administration)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M	VI	M	VI	M	VI	
1. The BS Criminology program has a separate and distinct college	3.51	HI	3.64	HI	3.47	HI	3.55 HI
2. The CCJE is headed by a full-time Dean who holds a Doctoral Degree in Criminology	2.47	LE	3.37	HI	3.29	HI	3.45 HI
3. The BS Criminology is headed by the Program Chair or its equivalent	3.42	HI	3.48	HI	3.55	HI	3.49 HI
4. The CCJE has a Coordinator for Research	3.38	HI	3.21	I	3.11	I	3.44 HI
5. The CCJE has a Coordinator for Extension and Linkages	3.46	HI	3.16	I	3.2	I	3.23 HI
6. The CCJE has a Coordinator for OJT	3.64	HI	3.42	HI	3.33	HI	3.47 HI
7. The CCJE has a Coordinator for Alumni	3.55	HI	2.31	LI	2.19	LI	2.46 LI
8. There is a five-year Strategic Development Plan for BS Criminology program to sustain the quality education	2.35	LI	2.28	LI	2.38	LI	2.26 LI
9. The Management Plan is clearly defined to achieve the daily operations of the college	3.08	I	3.14	I	3.09	I	3.09 I
10. The Strategic Development Plan is executed	2.18	LI	2.33	LI	2.25	LI	2.28 LI
Overall Weighted Mean	3.1	I	3.03	I	2.99	I	3.02 I

Legend: M = Mean

VI = Verbal Interpretation

3.25 – 4.00 = Highly Implemented (HI) 2.50 – 3.24 = Implemented (I)

1.75 – 2.49 = Less Implemented (LI) 1.00 – 1.74 = Not Implemented (NI)

According to CHED Memorandum Order No. 05 Series of 2018, the evaluation results of implementing criminology programs in Local Colleges and Universities (LCUs) in Metro Manila show general conformity with the minimal standards imposed by CHED. According to Dumancas and Prado's 2018 research, accreditation is essential since it helps with ongoing improvement and gives stakeholders access to current information. For accreditation considerations, the organizational structure—which includes extra coordinators is deemed beneficial, bolstering the college's triad function. Nonetheless, several aspects have been recognized as needing enhancement, namely in implementing a strategic plan, underscoring the significance of long-term program development. The discrepancy with the research conducted in 2023 by Ju, Jiang, and Zhao on university executives and innovation indicates that different contexts impact how technological progress methods are put into practice. The research results provide significant perspectives, highlighting the significance of compliance, strategic planning, and accreditation in promoting academic quality in criminology courses at LCUs in Metro Manila (Dumancas & Prado, 2018; Ju et al., 2023).

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Faculty)

Table 2 provides an insightful evaluation of the Level of implementation of the criminology program by the Local Colleges and Universities (LCUs) in Metro Manila, focusing on Instructional Quality, particularly regarding faculty. The overall mean for this evaluation is 2.70, indicating a moderate level of implementation. A closer look at the individual LCUs reveals variations in their assessment: TCU has an average of 2.62, PLMun scored 2.68, PLMar achieved a higher mean of 2.82, UDM registered 2.86, and CMU had a mean of 2.56. It is important to note that most indicators within this category are

considered implemented, with particular emphasis on indicators such as "Faculty members as practitioners with at least three years of practice or one year of teaching experience" and "Faculty members holding at least a master's degree in criminology." Both indicators scored a high mean of 3.27, signifying their robust implementation. However, some areas require attention. Indicators like "At least 80% of professional courses are handled by full-time faculty members," with an average of 2.44, and "The availability of full-time faculty members is more than 50% of the total CCJE faculty population," with an average of 2.23, demonstrate a lower level of implementation. Moreover, "The Faculty-Student ratio is not more than 1:35" stands out as a critical area with an average of 1.57, indicating a lack of implementation.

Table 2

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Faculty)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M	VI	M	VI	M	VI	
1. Availability of full-time faculty members > 50% of CCJE faculty	2.11	LI	2.2	LI	2.15	LI	2.23 LI
2. Faculty teaching professional courses hold Baccalaureate & Masters	3.2	I	3.15	I	3.15	I	3.22 I
3. All faculty teaching professional courses are licensed criminologists	3.15	I	3.54	HI	3.02	I	3.21 I
4. Faculty are practitioners with ≥ 3 years of practice or 1-year teaching	3.35	HI	3.02	I	3	I	3.27 HI
5. Faculty teaching forensic science have ≥ 2 years' experience	3.11	I	3.21	I	3.05	I	3.27 HI
6. ≥ 80% of professional courses handled by full-time faculty	2.11	LI	3.25	LI	2.16	LI	2.44 LI
7. > 5 faculty members hold Ph.D. in Criminology	3.02	I	2.34	LI	2.38	LI	2.64 I
8. Faculty Development Plan conducted at least every semester	2.34	LI	2.44	LI	3.08	I	2.54 I
9. Faculty Development Plan focuses on academic progression	2.21	LI	2.39	LI	2.89	I	2.61 I
10. Faculty-Student ratio not more than 1:35	1.61	NI	1.26	NI	1.64	NI	1.57 NI
Overall Weighted Mean	2.62	I	2.68	I	2.65	I	2.70 I

The study's findings show that Local Colleges and Universities (LCUs) in Metro Manila have succeeded in having faculty members who meet the requirements for teaching the BS in Criminology. Many faculty members have at least a master's degree, and some have earned doctorates. However, problems still exist, especially regarding the predominance of part-time instructors and a high teacher-to-student ratio that is higher than 1:35. These difficulties are consistent with statements made by Kiral K. (2015) that

educating competent teachers should be a top priority, underscoring the role that colleges have to play in resolving issues related to education. Granada's (2021) findings in private schools, where the teacher-student ratio is typically 1:40, are not supported by this study, which emphasizes the particular difficulties experienced by various educational settings. The findings indicate that to improve the quality of education, LCUs should prioritize faculty qualifications, address the dominance of part-time professors, and lower the faculty-to-student ratio. Policymakers should consider funding considerations, and more study on the effects of part-time faculty and efficient teaching techniques in more extensive courses is advised (Kiral K., 2015; Granada, 2021).

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Laboratory, Facilities, and Equipment)

Table 3 evaluates the implementation of criminology programs in Local Colleges and Universities (LCUs) in Metro Manila, focusing on Instructional Quality in laboratories, Facilities, and Equipment. The average score is 2.62, with some institutions excelling, such as PLMar, UDM, UCC, PLMun, CMU, and TCU. However, Taguig City University falls slightly behind with a mean of 2.35.

Table 3

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Laboratory, Facilities, and Equipment)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M	VI	M	VI	M	VI	
1. Separate laboratory for each forensic science course	3.2	I	3.11	I	3.12	I	3.14 I
2. Laboratory equipment accommodates increasing students	2.24	LI	2.45	LI	2.32	LI	2.31 LI
3. Functional laboratory equipment	3.05	I	3.11	I	3.06	I	3.10 I
4. Updated laboratory equipment	1.68	NI	3.08	I	2.41	LI	2.46 LI
5. Functional crime scene room or plaza	2.15	LI	2.26	LI	3.11	I	2.81 I
6. Separate facility for moot court	2.13	LI	2.38	LI	3.04	I	2.85 I
7. Spacious interrogation and observation rooms	2.1	LI	2.16	LI	2.28	LI	2.23 LI
8. Spacious PE room with amenities	3.15	I	2.24	LI	3.03	I	2.89 I
9. Forensic science lab with eye wash	1.67	NI	1.54	NI	1.28	NI	1.52 NI
10. Annual purchase of laboratory chemicals	1.48	NI	1.7	NI	1.54	NI	1.52 NI
11. Facility for water survival or MOA	3.09	I	3.21	I	3.14	I	3.12 I
12. Facility for firing range or MOA	3.11	I	3.16	I	3.08	I	3.14 I
13. Basic firefighting and rescue equipment availability	1.73	NI	2.42	LI	3.38	LI	2.44 LI

14. Availability of first-aid equipment	2.79	I	3.09	I	3.11	I	3.06 I
15. Skills demonstration or simulation laboratory	1.68	NI	2.36	LI	2.44	LI	2.27 LI
Overall Weighted Mean	2.35	LI	2.55	I	2.69	I	2.62 I

The studies highlight both areas of success and areas for improvement in implementing criminology programs in Local Colleges and Universities (LCUs) in Metro Manila. This is especially true regarding the caliber of instruction and laboratory facilities and equipment. Most LCUs follow the CHED guidelines for crime laboratory equipment, but certain shortcomings remain. These include the lack of facilities specifically for forensic science, the absence of eye wash stations and other safety precautions, and limited chemical availability. Because the current crime laboratory equipment cannot adequately serve most criminology students, certain LCUs must rely on outside sources for specific exercises. These results are consistent with the body of research highlighting the critical role of well-equipped classrooms in facilitating successful teaching and learning. The matter is more problematic because of divergent viewpoints regarding administrators' favorable attitudes regarding facility provision.

Furthermore, the study highlights a discrepancy between U.S. and international norms regarding centralized laboratory equipment management in Central Asia Republics (CAR), raising concerns about this practice. By worldwide standards for laboratory management and equipment, the research highlights the value of providing students with optimal learning experiences by resolving shortcomings and emphasizing the need for successful practical instruction. The study's conclusions highlight the need for various LCUs to raise the standard of criminology education, correct specific shortcomings, accommodate a growing student body, assess external collaborations for sustainability, and increase consistency and quality. Despite the study's limitations, more investigation is necessary to examine particular issues, feasible fixes, and approaches for substantive enhancements in criminology instruction in Metro Manila (Central et al. [CAR], United States).

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Licensure Examination Performance)

The study assesses the level of implementation of criminology programs in Local Colleges and Universities in Metro Manila, specifically focusing on Instructional Quality, as reflected by Licensure Examination Performance. The overall mean score for this evaluation was 2.08, indicating a generally low level of implementation. In particular, most indicators within the program, except for "Above or equal to the national rating for the last three years," were less implemented. Notably, "Within the top 10 schools in the licensure examination over the last three years" was not implemented, with a mean score of 1.74. The findings highlight several implications. First, the low level of implementation in most universities suggests that the education provided may not adequately prepare criminology students for licensure examinations. The two exceptions, UDM and PLMar, have managed to maintain their high-ranking performance but have yet to achieve top-tier results. This indicates that there is room for improvement across all institutions.

Table 4.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Instructional Quality (Licensure Examination Performance)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M VI	M VI	M VI	M VI	M VI	M VI	
1. Above or equal to the national rating for the last three years	3.19 I	1.58 NI	3.28 HI	3.42 HI	3.28 HI	1.7 NI	2.76 I
2. Within the top 10 schools in the licensure examination over the last three years	1.59 NI	1.46 NI	1.71 NI	2.34 LI	1.61 NI	1.7 NI	1.74 NI
3. Within the top 11th to 20th place in the licensure examination over the last three years	1.69 NI	2.34 LI	2.4 LI	3 HI	2.31 LI	1.58 NI	2.22 LI
4. Below national rating for the last three years	1.56 NI	2.43 LI	1.49 NI	1.53 NI	1.64 NI	2.41 LI	1.84 LI
5. Below national rating for the last five years	1.62 NI	2.43 LI	1.56 NI	1.49 NI	1.71 NI	2.37 LI	1.86 LI
Overall Weighted Mean	1.93 LI	2.05 LI	2.11 LI	2.33 LI	2.14 LI	1.95 LI	2.08 LI

Additionally, this study supports the findings of Barreda, Taguba, and Bajeta's research, which supports the importance of academic achievement for criminology graduates and the critical role played by licensure exams in the Philippines. The results highlight how important it is for colleges to provide sufficient space and tools for learning to maximize graduates' performance in the field. Potential problems with out-of-date curricula and teaching techniques, inadequate faculty training, a lack of resources, and a possible mismatch between educational material and licensing exam criteria are among the causes that have been linked to the low implementation. Nevertheless, more investigation is required to determine the precise causes of the problems that have been noticed. This study raises important questions about how to improve criminology programs. It recommends curricular changes, faculty development, and closer cooperation with business leaders to improve the caliber of training. It also makes people consider how license exams measure up to educational program effectiveness, and it pushes for curriculum standardization and regular updates to keep up with changing industry needs. In-depth investigations, comparative studies with institutions that demonstrate higher implementation levels, ongoing monitoring and assessment, and additional research on the relationship between academic performance and license examination results are just a few steps the study suggests addressing the outstanding issues. To comprehend their influence on the performance of criminology graduates, it is also advised to investigate other characteristics, such as learning styles and significant courses. Overall, the research findings provide insightful information about the condition of criminology programs at the local colleges and universities in Metro Manila, highlighting the need to improve the quality of instruction and urging continued research and action to improve the training and prospects for criminology graduates.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Research Policies)

Table 5 presents data on the Level of Implementation of criminology programs in Local Colleges and Universities in Metro Manila, with a focus on Research and Publication, evaluated based on Research Policies. The data indicates that, overall, research and publication activities are implemented with an average mean score of 2.75 across the six universities: TCU, PLMun, PLMar, UDM, UCC, and CMU. Most indicators are implemented, with some areas showing high implementation, including having a separate Vice-President or Director for Research and conducting research programs to strengthen faculty members' research foundations. These findings are significant to educational institutions, faculty members, and the broader academic community. Research and publication are vital for advancing knowledge and improving the quality of education. The level of implementation of research policies reflects the commitment of institutions to support faculty research, which ultimately benefits both educators and students.

Table 5.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Research Policies)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M VI	M VI	M VI	M VI	M VI	M VI	
1. Presence of a Research Unit with adequate facilities	2.38 LI	2.87 I	3.01 I	2.98 I	3.02 I	3.08 I	2.89 I
2. The university has a separate Vice-President or Director for Research with staff who monitor and evaluate research activities	3.01 I	3 I	3.02 I	3.12 I	3.08 I	3.01 I	3.04 I
3. Faculty members are engaged in research activities	2.42 LI	2.38 LI	3.39 LI	2.41 LI	2.28 LI	2.29 LI	2.53 I
4. Faculty members who are doing research are given support through financial assistance or equivalent teaching units	1.62 NI	2.41 LI	2.35 LI	2.78 I	2.39 LI	2.35 LI	2.32 LI
5. Research programs and activities are conducted to strengthen the faculty members foundation for doing research paper	3.18 I	2.81 I	2.84 I	3.08 I	2.91 I	3.01 I	2.97 I
Overall Weighted Mean	2.52 I	2.69 I	2.92 I	2.87 I	2.74 I	2.75 I	2.75 I

The information highlights areas that need improvement and promising features of implementing research in criminology curricula. Notably, research faculty members need more funding, which may deter their involvement in the field. This highlights how important it is for universities to support research and publication with adequate funding and open policies. Moreover, improving research infrastructure and fostering faculty involvement can significantly improve the state of research in general. These findings are consistent with a study by Hammad W. and Al-Ani (2021), which highlights the global trend of higher education institutions prioritizing developing their research capability to fulfill the demands of globalization and raise their ranks internationally. Perez Z. et al.'s study from 2022 emphasizes the critical role that universities play in supporting and encouraging research. It highlights the importance of

research capability in advancing high-quality education and offers an alternative perspective to the data by stressing research as a core university function. Enhancing research facilities, encouraging faculty participation, forming partnerships, reviewing and updating research policies regularly, and establishing clear and supportive financial assistance policies for faculty are just a few of the steps that should be taken to advance research and publication activities in criminology programs. Table 16's results show that, while most research policies are followed, there are differences in the amount of research and publication implementation in criminology programs among Metro Manila's local colleges and universities. There is space for improvement, though, especially about funding for academic research. These results highlight how crucial it is to promote research culture and give criminology programs the tools and procedures they need to facilitate academic research and publishing.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Research Agenda)

Table 6 presents information on the degree of criminology program implementation at Metro Manila local colleges and universities, with a particular emphasis on research and publication in relation to the research agenda. According to the data, research and publication activities are generally carried out within the framework of a research agenda; the universities (TCU, PLMar, UDM, UCC, and CMU) have an average mean score of 2.70. With minor variations in mean scores, the majority of respondent groups within these universities view this element as implemented. At PLMun, it is used less frequently, nevertheless. The data shows that most research agenda indicators are being carried out; nevertheless, there is need for improvement in a few areas, including beneficiaries' use of research output and the agenda's regular review and updating.

Table 6

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Research Agenda)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M VI	M VI	M VI	M VI	M VI	M VI	M VI
1. A research agenda for the College of Criminal Justice Education is anchored in the university's vision and philosophy	3.02 I	2.41 LI	2.94 I	2.87 I	2.95 I	3.05 I	2.87 I
2. The CCJE research agenda is aligned with the National Higher Education Research Agenda (NHERA)	3.04 I	2.35 LI	2.19 LI	2.98 I	3.14 I	3.08 I	2.80 I
3. The CCJE research agenda is regularly reviewed and updated	2.45 LI	2.34 LI	2.34 LI	2.16 LI	2.35 LI	2.37 LI	2.34 LI
4. The CCJE research agenda is designed to help the local and national government for economic development	3.15 I	3.01 I	3.14 I	3.16 I	3.18 I	3.08 I	3.12 I
5. The CCJ research output is utilized by the research beneficiaries	2.38 LI	2.29 LI	2.46 LI	2.47 LI	2.4 LI	2.33 LI	2.39 LI
Overall Weighted Mean	2.81 I	2.48 LI	2.61 I	2.73 I	2.80 I	2.78 I	2.70 I

The results highlight how crucial a well-organized research agenda is to advancing knowledge and meeting societal needs in the criminology departments of nearby colleges and universities. Although research agendas are generally implemented, some areas require more focus and enhancement, especially regarding the efficient use of research output and the ongoing evaluation and revision of the research agenda. Enhancing research and publication activities is contingent upon a research unit

equipped with sufficient facilities. These findings are consistent with the research of Quetoras and Abuso (2021), which highlights the value of a long-term research culture in academic institutions and the significant impact that academic leaders have in encouraging faculty members to conduct research and publish their findings. The development and implementation of explicit policies for using research output, the establishment of a methodical approach for the regular review of the research agenda, the investment in well-equipped research units, the promotion of a research culture through programs and incentives, and the encouragement of collaboration with outside organizations and governmental agencies are all suggested actions to strengthen research and publication activities in criminology programs. While research agendas are generally implemented, there is room for improvement, particularly in the utilization of research output and the regular review and updating of the research agenda, according to data from Table 17 on the implementation of research and publication activities in criminology programs at local colleges and universities in Metro Manila. By considering these factors, research and publication efforts can become more effective and more in line with the goals of these institutions' educational programs and the demands of society at large.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Publication and Presentation in Conference)

Table 7 presents data on the Level of Implementation of criminology programs in Local Colleges and Universities in Metro Manila, focusing on Research and Publication, particularly in the context of Publication and Presentation at Conferences. The data shows that this aspect needs to be more implemented, with an average mean score of 2.06. It must also be implemented in universities like PLMar, UDM, UCC, and CMU. It needs to be implemented in TCU and PLMun. All indicators related to this aspect are generally less implemented, with some, like the sustainability of research publications and faculty members' participation in international research conferences, having shallow mean scores. These findings underscore the challenges in implementing research and publication activities related to conference presentations in criminology programs at local colleges and universities in Metro Manila. Effective dissemination of research findings through conferences and publications is vital for advancing knowledge and the recognition of academic institutions in the global arena.

Table 7

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Publication and Presentation in Conference)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M VI	M VI	M VI	M VI	M VI	M VI	M VI
1. Majority of the faculty members have publications in international refereed journals	2.37 LI	2.15 LI	2.11 LI	2.48 LI	1.98 LI	2.43 LI	2.25 LI
2. Majority of the Faculty members have publications in national refereed journals	1.32 NI	2.27 LI	2.42 LI	2.33 LI	2.45 LI	2.11 LI	2.15 LI
3. Majority of the Faculty members presented research in international research conferences	2.28 LI	1.45 NI	2.11 LI	2.03 LI	1.53 NI	1.24 NI	1.77 LI
4. Majority of the Faculty members presented research in local research conferences	1.45 NI	1.35 NI	2.15 LI	3.05 I	3.01 I	2.35 LI	2.23 LI

5. There is the sustainability of the research publications and conferences for faculty members	1.25 NI	1.37 NI	1.53 NI	2.38 LI	2.42 LI	2.41 LI	1.89 LI
Overall Weighted Mean	1.73 NI	1.72 NI	2.06 LI	2.45 LI	2.28 LI	2.11 LI	2.06 LI

The data reveals a sizable discrepancy in research and publication activities, especially regarding conference presentations by students enrolled in criminology courses at nearby Metro Manila colleges and universities. Money is a significant obstacle preventing faculty members from participating and publishing their findings. Attention must also be paid to the long-term viability of research publications and conference participation. These results are consistent with earlier research by Alehegn and Diale (2021) and Fawzi and Al-Hattami (2017), highlighting academic obstacles, such as job overload, inadequate university assistance, and publication issues. These studies' recommendations emphasize the value of professional development and research training while promoting cooperative efforts between institutions and pertinent stakeholders. Establishing a research center or support unit to offer training sessions on research skills, methodology, data analysis, and professional development are some suggested actions to improve research and publication activities in criminology programs. Other suggested actions include providing financial support and incentives for faculty members, developing mechanisms for the long-term sustainability of research publications and conference participation, and we are fostering collaboration with international research organizations and universities to facilitate faculty members' participation in international research conferences. In order to improve the visibility and impact of research related to criminology, it is essential to address financial constraints and foster a strong culture of research and publication among faculty members. The data from Table 18 highlights the need for more implementation in research and publication activities related to conference presentations in criminology programs. This is essential for the success of the institutions that these faculty members represent as a whole and for each faculty member.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Research Budget)

Table 8 presents information regarding the degree of implementation of criminology programs in Metro Manila's local colleges and universities. The focus is on research and publication, especially concerning the research budget. With an average mean score of 1.87, the data shows that this component is implemented less frequently overall. Several universities, notably PLMar, UDM, UCC, and CMU, use it less. Neither TCU nor PLMun uses it. Most research budget-related metrics need to be more utilized; several, such as the institution's support of faculty research publications and the use of the research budget for research projects, have shallow mean scores. These findings highlight the difficulties in carrying out research and publication activities linked to research budgets in criminology programs at nearby colleges and universities in Metro Manila. Sufficient funding for research is necessary to carry out significant investigations and generate noteworthy publications.

Table 8.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Research and Publication (Research Budget)

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M VI	M VI	M VI	M VI	M VI	M VI	M VI
1. The university provides a reasonable budget of at least 2% of the total school budget	2.11 LI	2.11 LI	2.43 LI	2.18 LI	2.22 LI	2.36 LI	2.23 LI
2. The school shoulders the faculty's expenses for participating in research forums	2.35 LI	1.98 LI	2.16 LI	2.34 LI	2.36 LI	2.36 LI	2.26 LI
3. The university allotted financial grants for faculty research undertakings	1.48 NI	1.37 NI	2.16 LI	2.32 LI	2.11 LI	2.18 LI	1.94 LI
4. The faculty research publications are shouldered by the institution university	1.45 NI	1.42 NI	1.37 NI	1.19 NI	1.58 NI	1.67 NI	1.45 NI
5. The research budget is utilized by the CCJE for its research undertakings	1.25 NI	1.28 NI	1.56 NI	1.71 NI	1.29 NI	1.69 NI	1.46 NI
Overall Weighted Mean	1.73 NI	1.63 NI	1.94 LI	1.95 LI	1.91 LI	2.05 LI	1.87 LI

According to the data, most local colleges and universities in Metro Manila do not set aside a significant amount of their budget for research and publications, and most have small research budgets. The lack of funding, the emphasis on facility upgrades and staff service costs, and the problematic budget approval procedure are all mentioned as obstacles preventing enough money from being allocated for research. Furthermore, faculty members are forced to pay for their publications because no funding grants are available for faculty research projects. The underutilization of project research budgets underscores the necessity for enhanced financial planning and resource distribution. These results are consistent with research by Fawzi and Al-Hattami (2017) and contrast with Florida State University (2016), where the University of Bahrain funds and supports faculty members' research articles, while the Florida State University Center for Criminology and Public Policy Research obtains funding from both public and private sources to support its investigations.

The following recommendations are meant to alleviate the difficulties associated with research budgets and improve research and publication activities in criminology programs: promoting more budget resources that are explicitly designated for research and publication, streamlining and simplifying the process of obtaining grant approval and approval for research budgets; forming a research committee or support unit to evaluate research proposals and help faculty secure funding; encouraging faculty to pursue outside research grants and partnerships to augment limited funding; and recognizing and rewarding faculty for exceptional research contributions to encourage productivity in research. The information in Table 8 highlights the difficulties in implementing research and publication activities linked to research budgets in criminology programs. It also highlights the significance of resolving these

difficulties to strengthen the research culture and improve the caliber of criminology-related research and publications.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Extension and Linkages

Table 9 illustrates the level of implementation of the criminology program by the local colleges and universities in Metro Manila as evaluated by the groups of respondents in terms of extension and Linkages. This is less implemented with an overall mean of 2.35. This is less implemented to all participating universities, where TCU has a mean of 2.00, PLMun has 2.40, PLMar has 2.40, UDM has 2.46, UCC has 2.38 and CMU has 2.46. It is less implemented in the way of "Students are actively engaged in extension and outreach programs" has a mean of 2.33 and "Faculty members are actively engaged in extension and outreach programs" with a mean of 2.21. However, the "Presence of 4 outreach programs that contribute to peace and order in the community" with a mean of 1.46 is not implemented.

Table 9

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Extension and Linkages

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M	VI	M	VI	M	VI	M
1. Presence of at least two functional linkages with industry institutions duly supported by MOA	3.05	I	3.07	I	3.15	I	3.11 I
2. Presence of at least two functional academic linkages duly supported by MOA	1.32	NI	3.05	I	3.16	I	2.94 I
3. Presence of 4 outreach programs that contribute to peace and order in the community	1.21	NI	1.45	NI	1.34	NI	1.53 NI
4. Faculty members are actively engaged in extension and outreach programs	2.05	LI	2.15	LI	2.19	LI	2.38 LI
5. Students are actively engaged in extension and outreach programs	2.36	LI	2.29	LI	2.15	LI	2.36 LI
Overall	2.00	LI	2.40	LI	2.40	LI	2.46 LI

The results indicate less implementation of Extension and Linkages in Metro Manila's Local Colleges and Universities (LCUs) criminology programs. Memorandums of Agreement (MOA) are used to build functional ties with other institutions, agencies, industries, and barangays. However, functional academic links are scarce, and some LCUs do not have any. Furthermore, institutions lack these kinds of activities as they do not carry out the four outreach programs necessary to promote community peace and order. There is room for improvement, given the low participation rates of academic staff and students in outreach and extension programs. LCUs should concentrate on developing stronger academic ties, growing outreach programs, and promoting staff and student involvement to enhance the execution of Extensions and Linkages. Building industry ties can help criminology programs become more effective by guaranteeing they meet the COD standards established by the Commission on Higher Education (CHED) and accreditation requirements.

This result is consistent with the "Extension Service Manual" published by Batangas State University in 2021, highlighting the requirement that higher education institutions offer extension services in addition to instruction, research, and production. It is acknowledged that colleges and universities play an essential role in community development, aiming to lift communities particularly the marginalized and depressed ones from a state of helplessness to self-reliance, ignorance to greater awareness, apathy

to constructive involvement, and aimlessness to commitment. On the other hand, extension is defined by Mojares J. & Bacongus R. (2015) as a function or responsibility as well as a method of offering assistance, disseminating knowledge, and enhancing the standard of living in the community. To fulfill the need for extension, the extension function might be carried out as a part of a class or through college-based events like gift-giving or clean-ups.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Institutional Qualifications

Table 10 provides data on the Level of Implementation of criminology programs in Local Colleges and Universities in Metro Manila, focusing on Institutional Qualifications. The data indicates that this aspect is implemented with an average mean score of 2.86. It is consistently implemented in all participating universities, with TCU having the lowest mean score of 2.52 and PLMar, UDM, UCC, and CMU having mean scores ranging from 2.90 to 2.97. Most indicators related to institutional qualifications are implemented, particularly those involving institutional recognition by accrediting bodies and the Commission on Higher Education (CHED). However, recognition for faculty, academic, and institutional achievements awarded by national or international institutions must be implemented. These findings highlight that while most local colleges and universities in Metro Manila have achieved institutional recognition and meet specific qualifications, there is room for improvement in recognizing faculty and institutional achievements at the national and international levels.

Table 10.

Level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of Institutional Qualifications

Indicator	TCU	PLMun	PLMar	UDM	UCC	CMU	Overall
	M VI	M VI	M VI	M VI	M VI	M VI	
1. Institutional achievements based on mission, vision, goals, and objectives	3.04 I	3 I	2.97 I	3.04 I	3.11 I	3.14 I	3.05 I
2. Recognition for faculty, academic and institutional achievements awarded by national, or international institutions	2.38 LI	2.15 LI	2.19 LI	2.25 LI	2.24 LI	2.18 LI	2.23 LI
3. Presence of I.T. enabled administrative processes	1.24 NI	3.34 HI	3.05 I	3.21 I	3.15 I	3.09 I	2.85 I
4. The university is granted Institutional Recognition by the CHED	2.91 I	3.08 I	3.11 I	3.16 I	3.08 I	3.01 I	3.06 I
5. The university is granted institutional recognition by the Accrediting Body	3.05 I	3.11 I	3.16 I	3.2 I	3.19 I	3.14 I	3.14 I
Overall Weighted Mean	2.52 I	2.94 LI	2.90 I	2.97 I	2.95 I	2.91 I	2.86

According to the data, Local Colleges and Universities (LCUs) in Metro Manila, especially those accredited and recognized by CHED, appear to have attained institutional recognition in line with their purpose, vision, goals, and objectives. Still, there is room for improvement regarding faculty and institutional successes. Different LCUs' varying degrees of adopting IT-enabled administrative processes point to the need for widespread adoption and standardization. These results are consistent with the Quality Assurance Agency for Higher Education's (2018) emphasis on globalization and academic recognition for high-quality education. In contrast to the idea that certain nations could find it

challenging to implement Western educational methods successfully, the study also emphasizes the significance of academic leaders in technical capabilities and innovation performance (Miler, 2021). It is advised that to improve institutional qualities, specific recognition standards be established, IT procedures be standardized, an excellence culture be fostered, and international partnerships be encouraged.

2. Significant difference between the evaluations of the groups of respondents on the level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of the above-mentioned variables

There is no significant difference in the assessments of the six groups of respondents, as evidenced by the computed F-values for important program components such as instructional qualification, research and publication, extension and linkages, and instructional quality, which are all consistently lower than the corresponding critical F-values. Based on Commission on Higher Education (CHED) criteria, this statistical homogeneity indicates that Metro Manila's local colleges and universities (LCUs) have similar criminology program implementation issues, strengths, and shortcomings. These findings have significant ramifications since they make it possible to apply program modifications, changes, and interventions consistently to all of the LCUs that were the subject of the study.

Table 11

Evaluations of the groups of respondents on the level of implementation of criminology program by the Local Colleges and Universities in Metro Manila in terms of the above-mentioned variables (ANOVA at $\alpha = 0.05$)

Variables	Degree of Freedom	Sum of Square	Mean Square	Comp. Value	Critical Value	Decision	Analysis
Instructional Quality (Program Administration)	5	0.155	0.0311	0.108	2.386	Accept Ho	Not Significant
	54	15.582	0.2886				
Instructional Quality (Faculty)	5	0.674	0.1349	0.361	2.386	Accept Ho	Not Significant
	54	20.169	0.3735				
Instructional Quality (Curriculum)	5	0.812	0.1624	0.594	2.436	Accept Ho	Not Significant
	42	11.480	0.2733				
Instructional Quality (Laboratories, Facilities and Equipment)	5	1.644	0.3289	0.944	2.323	Accept Ho	Not Significant
	84	29.256	0.3483				
Instructional Quality (Library)	5	0.742	0.1485	1.248	2.438	Accept Ho	Not Significant
	42	4.998	0.1190				
Instructional Quality (IT Capabilities)	5	0.238	0.0476	0.542	2.477	Accept Ho	Not Significant
	36	3.164	0.0879				
Instructional Quality (Student Support System)	5	0.062	0.125	0.189	2.408	Accept Ho	Not Significant
	48	3.169	0.0660				
Instructional Quality (Licensure Exam Performance)	5	0.527	0.105	0.226	2.621	Accept Ho	Not Significant
	24	11.210	0.467				
Instructional Quality (Graduate Profile)	5	0.164	0.033	0.824	2.621	Accept Ho	Not Significant
	24	0.956	0.040				
Instructional Quality (Graduate Tracer Study)	5	0.604	0.121	1.727	2.621	Accept Ho	Not Significant
	24	1.678	0.070				
Research and Publication (Research Policies)	5	0.501	0.1002	0.615	2.621	Accept Ho	Not Significant
	24	3.913	0.1630				
Research and Publication (Research Agenda)	5	0.429	0.0857	0.5921	2.621	Accept Ho	Not Significant
	24	3.475	0.1448				
Research and Publication (Publication)	5	2.142	0.428	1.966	2.621	Accept Ho	Not Significant
	24	0.229	0.218				

and Presentation in Conference)							
Research and Publication (Research Budget)	5	0.611	0.122	0.639	2.621	Accept Ho	Not Significant
	24	4.585	0.191				
Extension and Linkages	5	0.780	0.1559	0.348	2.621	Accept Ho	Not Significant
	24	10.767	0.4486				
Instructional Qualification	5	0.719	0.143	0.592	2.621	Accept Ho	Not Significant
	24	5.836	0.243				

This suggests that best practices and solutions created to address specific issues in criminology programs can be widely applied to promote uniformity in program quality. Recommendations for leveraging this consistency include forming cooperative networks, consortiums, or platforms for exchanging best practices, encouraging cooperative research, and setting up centralized monitoring systems to guarantee compliance with CHED standards. These programs aim to raise the caliber of criminology curricula at all LCUs in Metro Manila.

CONCLUSION AND RECOMMENDATIONS

There is room for improvement in license examination performance. However, the assessment of criminology programs at Local Colleges and Universities (LCUs) in Metro Manila indicates excellent levels of implementation in instructional quality, with noticeable strengths in faculty, curriculum, and facilities. The research and publication components paint a mixed picture, with successful research agendas, policies being implemented, and difficulties in allocating research budgets and publishing. Linkages and extensions face significant obstacles, especially when encouraging faculty and student participation. The application of institutional qualifications demonstrates a range of advantages and disadvantages, highlighting the need for enhancements in CHED recognition, faculty recognition, and international cooperation. The lack of discernible variations in assessments among the various responder categories highlights the similarity of the difficulties experienced by LCUs. Creating a suggested action plan to address these issues methodically is advised to bring these institutions to the CHED-designated Center of Development status. Although there has been progress, there is still a need for improvement in the caliber of criminology programs, as indicated by persistent issues.

A series of specific, measurable, attainable, realistic, and time-bound recommendations are proposed to enhance the quality and effectiveness of the criminology programs offered by Local Colleges and Universities (LCUs) in Metro Manila.

A wide range of crucial elements are covered in the extensive set of strategic suggestions provided for enhancing and growing criminology programs at Local Colleges and Universities (LCUs) in Metro Manila. Establishing coordinators for necessary fields, promoting more plantilla posts, and funding doctoral scholarships for faculty members show a dedication to fortifying the basis of scholarly and research endeavors. The emphasis on acquisition, building upgrades, better Wi-Fi access, and faculty development seminars highlights how crucial it is to give teachers and students the tools and resources they need for a well-rounded education. A comprehensive approach to developing a welcoming learning community and promoting academic activity is also shown in adopting a retention policy, planning an annual alum homecoming, and funding research and conferences. The enhancement of criminology programs in the region is primarily due to the combined effect of collaborative collaborations, both domestic and foreign, program accreditation, and digitization initiatives. When these tactical moves are coordinated with a coherent five-year strategy, LCUs are better positioned to work for CHED's designation of them as Centers of Development a distinction that symbolizes a dedication to excellence and ongoing development in criminology teaching. When executed as planned, these recommendations will contribute to the overall improvement and development of criminology programs in LCUs within Metro Manila.

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