

Perception of Graduates in Their Educational Experience and Readiness to Take the Criminology Licensure Examination

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Gunning Fog Index: 16.78 • Originality: 99% • Grammar Check: 99%
Flesch Reading Ease: 25.06 • Plagiarism: 1%



ABSTRACT

Academic exercises and practical training are provided for the students as part of the prestige preparation of the school. The research aimed to draw the perceptions of students on their expectations, quality of teaching, roles and responsibilities, and confidence to take the licensure examination for criminologists. The researcher used the qualitative method of focused-group discussion in drawing out the perception of students on their expectations, quality of teaching, role and responsibilities, and confidence to take the board exam. This study focused on the expectations of the 12 graduating students of the criminology program of Saint Michael College of Caraga, pioneering batch 2016. Based on the results, it can be concluded that the pioneering class was satisfied in their four-year course as most of their expectations were realized during their studies. Respondents are also prepared for any jobs related to their course that will be offered as they acquired most of the basic duties and responsibilities. However, enhancement review is not sufficient for them to pass the board exam. Thus, a regular review program will help them prepare to become licensed criminologists

KEYWORDS

Perception, educational experience, readiness, licensure examination, qualitative research design, Philippines

INTRODUCTION

Pioneering class of every program marks history in every institution. Academic exercises and practical training are provided for the students as part of the prestige preparation of the school. This is indispensable for board courses such as criminology program. Also, performance in the board examination determines the quality of the services and training that were received by the students (Stewart, Bates, & Smith, 2004). As a result, these performances distinguish one academic institution from the other (Dadian, Guerink, Olney, & Littlefield, 2002).

In Pakistan, school rivalry and increase in student's enrollment are reasons why academic institutions are providing an environment which satisfies the expectations of learners (Hameed & Amjad 2011). In a competitive environment, institutions that are providing excellent education and students' friendly environment can survive (Candaliza-Gutierrez, 2013).

In the Philippines, producing equipped graduates who can lead in the industry of their choice are challenges among academic institutions. Tamayo (2015) found that large requirements during academic preparation among criminology graduates lead to a comparative advantage in taking the licensure examination for criminologists.

As a profession, becoming a criminologist requires passing the licensure examination (De Vaney Olvey, Hogg, & Counts, 2002). This examination covers six areas or subjects including law enforcement administration, criminal jurisprudence, procedure and evidence, criminalistics, correctional administration, crime detection and investigation, criminal sociology, ethics, and human relations. An examinee must have a general average of at least seventy-five percent and no grade below 50%.

Thus, the researcher wanted to determine the effects of the enhancement review in criminology on the achievement of mastery of learning in preparation for licensure examination for criminologists.

OBJECTIVE OF THE STUDY

The research aimed to draw the perceptions of students on their expectations, quality of teaching, roles and responsibilities, and confidence to take the licensure examination for criminologists.

METHODOLOGY

Research Design

The researcher used the qualitative method of focused-group discussion in drawing out the perception of students on their expectations, quality of teaching, role and responsibilities, and confidence to take the board exam.

Research Participants

This study focused on the expectations of the 12 graduating students of the criminology program of Saint Michael College of Caraga, pioneering batch 2016.

Research Instrument

Questions were prepared, and focused-group discussion was employed to draw perceptions of the student on their expectations, quality of teaching, roles and responsibilities, and confidence to take the licensure examination for criminologists.

Data Gathering Procedure

Focused-group discussion has set, and audio recorded where 11 respondents have answered individually the researcher prepared questions. Recorded answers were transcribed and analyzed.

RESULTS AND DISCUSSION

Most of the respondents heard and learned that the school has a low tuition fee compared to other schools that offer the same program. Another respondent replied that during advocacy of the school personnel, he was convinced to enroll because better school management, highly competent teachers, and complete laboratory equipment and facilities were promising. Also, the accessibility of the school with the residences of the respondents was among the reasons for choosing the school (Aguado, Laguardo, & Deligero, (2015).

The respondents' expectation about the low tuition fee of the school was true. It did not increase until the last semester of their course. With regards to school management, teaching capabilities of instructors, and laboratory equipment and facilities, respondents, said that management has leveled up every year.

Also, the school hired good quality of teachers who demonstrated better teaching strategies. However, most of the respondents stated that their first two years of the degree was frustrating. It was during these years that all of their instructors handling major subjects are part-time. These instructors are not focusing on teaching and usually commit absences because they are police personnel and private lawyer.

Moreover, promises of complete laboratory facilities and equipment were not materialized. Respondents reiterated that they only used few criminology types of equipment and experienced incomplete laboratory activities in their subjects. This is because most of the equipment was purchased by the school when they are in the last semester of the third year level.

The skills and abilities acquired by the respondents were mostly useful for police officers. These include making police blotter, taking fingerprints, processing crime scenes, conducting and following police checkpoint protocols, and conducting a paraffin test. In addition, interpersonal skills were also acquired by the respondents such

as self-confidence to interact variety of people especially high ranking officers, dialogue with prisoners and interviewing probationers.

Respondents are willing and confident to accept any job offer related to their course. According to them, accepting the offer will enable them to apply the knowledge and skills acquired in their studies. Also, most of them are thinking of their responsibilities to help and pay back the effort given by their parents of sending them to school.

If the board exam was held on the day of the interview with the respondents, six (6) of them are not sure to pass. They further stated that they need to focus and cope up during the regular review for the board exam. The knowledge that they have acquired is insufficient, especially for the subjects during their first year and second year.

On the other hand, five (5) respondents replied that they would pass the board exam. They argued that a shortage of academic learnings during their lower years was coped up because of the enhancement review and in their on-the-job training.

CONCLUSIONS

Based on the results, it can be concluded that the pioneering class was satisfied in their four-year course as most of their expectations were realized during their studies. Respondents are also prepared for any jobs related to their course that will be offered as they acquired most of the basic duties and responsibilities. However, enhancement review is not sufficient for them to pass the board exam. Thus, a regular review program will help them prepare to become licensed criminologists.

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