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Transformative Pedagogical Approaches in Criminology Education: Basis for Learners-Centered Outcome-Based Education

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Abstract

As crime and justice evolve, traditional instruction falls short of 21st-century demands, making transformative pedagogical approaches essential for fostering learner-centered, outcome-based education rooted in real-world application. This study evaluated the effectiveness and implementation challenges of transformative pedagogical approaches in criminology education as a basis for learner-centered, outcome-based education. Centered on key domains—application, association, generalization, preparation, presentation, and hybrid learning—the study explored how these innovative strategies contribute to bridging theory and practice in criminology. Utilizing quantitative descriptive design and employing validated survey tools, responses from students and faculty were analyzed using median scores and the Mann-Whitney U test. Findings revealed that transformative pedagogies were consistently rated as very effective, with the domain of preparation receiving the highest median, underscoring their impact on real-world readiness. Hybrid learning, though effective, received the lowest median among the domains, indicating areas for improvement in digital instruction and engagement. There were no significant differences between students' and faculty's perceptions, indicating shared recognition of these methods' value. However, issues such as inadequate community outreach and lack of laboratory apparatus were rated as serious, presenting notable implementation challenges. Information technology was also identified as a less serious but relevant concern, particularly in relation to digital access and hybrid learning delivery. The study developed strategic measures addressing these issues, including the enhancement of experiential learning, infrastructure, technological integration, and faculty upskilling. A learner-centered, outcome-based education (LCOBE) model was formulated from the findings, aligning transformative strategies with measurable learning outcomes across cognitive, affective, and psychomotor domains. The study contributes significantly to the reformation of criminology education by offering an inclusive, practical, and student-centered framework that prepares learners for the complexities of modern criminal justice practice.

Keywords: *Transformative pedagogy, criminology education, outcome-based education, experiential learning*

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INTRODUCTION

The transformative impact of pedagogical approaches in criminology education has been increasingly recognized for their ability to create learner-centered, outcome-based experiences. These approaches emphasized critical thinking, problem-solving, and real-world applications, enriching the understanding of crime and justice. However, a shift toward active, learner-centered strategies has highlighted the importance of engagement, empowerment, and practical application in fostering deeper learning outcomes **(Duggan and Bishop, 2023).**

According to experiential learning is a prominent pedagogical approach that enables students to apply theoretical concepts through fieldwork, simulations, internships, and role-playing exercises. This method bridges the gap between theory and practice, enhancing professional readiness **(Duggan and Bishop, 2023).**

Further emphasizing the role of technology, suggested that blended learning environments, which combine face-to-face instruction with online platforms, are becoming integral to criminology education. These environments allow for greater flexibility and accessibility, making education available to a broader range of students **(Berman and Smythe, 2021).** Bartol argued that virtual platforms, such as simulations of crime scenes or courtroom scenarios, provide a safe space for students to practice skills such as evidence analysis, problem-solving, and ethical decision-making without real-world consequences **(Bartol, 2019).**

Moreover, interdisciplinary collaboration within criminology education enhances its relevance and application. Davis emphasized that by incorporating insights from sociology, psychology, political science, and law, students gain a more holistic understanding of the factors influencing crime and justice **(Davis, 2020).** Further highlighted that this interdisciplinary approach not only broadens academic perspectives but also prepares students to work effectively in diverse professional teams. The ability to navigate multiple disciplines is increasingly critical in addressing the complexities of modern criminological challenges, such as cybercrime, transnational criminal networks, and social justice reform **(Pratt et al., 2022).**

Objectives

This study evaluates the transformative pedagogical approaches in criminology education as a basis for learner-centered, outcome-based education.

Specifically, it seeks to answer the following problems:

1. What is the extent of the effectiveness of transformative pedagogical approaches in criminology education in terms of applications; association; generalization preparation; presentation; and hybrid learning?
2. Is there a significant difference in the evaluation of respondents on the extent of the effectiveness of transformative pedagogical approaches in criminology education?
3. What is the degree of the issues encountered in transformative pedagogical approaches in criminology education in terms of community outreach; instructional equipment; laboratory apparatus; library holdings; qualifications of faculty; and information technology?
4. Is there a significant difference in the evaluation of respondents on the degree of the issues encountered in transformative pedagogical approaches in criminology education?

5. What are the measures to address the degree of the issues encountered in the transformative pedagogical approaches in criminology education based on the above-stated variables?
6. What learner-centered, outcome-based education can be formulated as an outcome of the study?

METHODS

Research Design

The researcher used the descriptive type of research design by utilizing the mixed method of quantitative and qualitative research. The descriptive type of research was employed by conducting a normative survey with the use of a questionnaire checklist and undertaking key informants' interviews with the different groups of respondents who have first-hand knowledge and technical know-how on the problems being studied **(Wellington and Guccione, 2017).**

Research Method

This study used the quantitative and qualitative methods, which are often employed, as stated by **Gadd and Jefferson (2021),** to identify patterns and correlations in crime-related data. These methods include surveys and statistical analyses that allow researchers to test hypotheses and generalize about the problems being studied. This also includes analyses and interpretation of responses of respondents on the conduct of key informants' interviews. In this, surveys can gather data on the perception of respondents to evaluate transformative pedagogical approaches in criminology education. This research method is highly valued for its ability to provide measurable and replicable findings, which can inform policy decisions.

Data Gathering Tools

This researcher used a self-formulated instrument that was devised by the researcher with the help and guidance of the dissertation advisor and using the work of **(Tadesse and Gillies, 2021)** on "Pedagogical Models for the Facilitation of Teacher Professional Development" as a reference. The tool validator established the validity of the questionnaire. It was subjected to the expert panel to evaluate the dissertation proposal. It is divided into three parts.

Part I of the instrument was composed of a 30-item checklist under six variables, designed to draw information on the extent of the effectiveness of transformative pedagogical approaches in criminology education.

Part II of the instrument was composed of a 30-item checklist under six variables, designed to draw information on the issues encountered affecting the transformative impact of pedagogical approaches in criminology education.

Part III of the instrument was composed of personal interview guide, which was further sub-divided into two different questions as follows: Question No. 1, deals the recommended measures to address the degree of the issues encountered in the transformative pedagogical approaches in criminology education in the Province of Aklan under the same six variables as presented in SOP No. 2 and Question No. 2 deals with concepts of transformative pedagogical approaches in criminology education in the Provinces of Aklan be given preferential attention towards its formulation, that are based on the experiences and present situation, this also included the other comments and suggestions to be made by respondents, if any. The validity and reliability of the instrument were determined as

follows: the validity, as discussed **(Alden and Roessler, 2017),** refers to the degree to which a study supports the intended conclusions drawn from the results of the study, will be established through construct validity by examining each item to know whether the instrument in question does in fact measure what it has been designated to measure.

The reliability, as described by **(Braze and Braze, 2017),** refers to the consistency of a measuring instrument, often used to describe a test, was determined through the conduct of the test-retest method by administering the questionnaire checklist to 20 faculty members and 20 criminology students at the Northwestern Visayan Colleges, Kalibo, Aklan, in an interval of one month. The reliability was computed using the Kuder-Richardson Formula-20, or KR-20, based on the work of (**Blalock, 2017).** Moreover, the statistical data were computed by means of the SPSS v. 1.0.0.1406, Series of 2017.

Data Gathering Procedure

After the approval by the thesis committee of the thesis proposal, the researchers wrote a letter that was later approved by the adviser, graduate school coordinator, and the Dean of the Graduate School, Philippine College of Criminology. The researcher first sought permission from the Regional Director, Commission of Higher Education-Regional Office (CHED-RO 6), Iloilo City, to allow him to float the questionnaire checklist among the target respondents. The researcher personally administered and explained the mechanics and concepts in answering the instrument checklist for a period of three months for the different groups of respondents. Individual and personal approaches were likewise made by the researcher to facilitate the expeditious and early retrieval of the duly accomplished instrument. During the retrieval of the duly accomplished instrument, additional key informant interviews were also conducted with the deans of CJED, SUCs, LUCs, and HEIs by the researcher. The qualitative data elicited were likewise utilized to supplement and contribute to the clarity and solution of the problems at hand. The information collected was protected to ensure the confidentiality of responses, thus meeting the requirements of research ethical standards and the required professional conduct on the part of the researcher.

Treatment of the Data

The quantitative data that had been collected were tabulated and computed with the use of the following formula: Median. This was used to determine the extent of the effectiveness of transformative pedagogical approaches in criminology education and the degree of the issues encountered in the transformative impact of pedagogical approaches in criminology education were studied from responses derived in Part I and Part II of the instrument. From the responses, the information obtained provided insight into the problems being studied. It was computed with the use of Microsoft Excel and further presented, discussed, analyzed, and interpreted in order to evaluate the responses.

Significant Difference. The researcher used the work of Cox, as a reference in the computation, presentation, analysis, and interpretation in testing the hypotheses of the study, "there is no significant difference in the evaluation of respondents on the extent of the effectiveness of transformative pedagogical approaches in criminology education," and "there is no significant difference in the evaluation of respondents on the degree of issues encountered in transformative pedagogical approaches in criminology education," with the use of the significant difference of two independent means or a t-test through SPSS v. 1.0.0.1406, Series of 2017. The level of significance was established at the 0.05 level **(Fitzgerald and Fox, 2006).**

The qualitative data derived from the conduct of key informant interviews involved careful organization,

coding, and thematic analysis, followed by interpretation in relation to the research question. This process ensures that the data is analyzed rigorously and meaningfully. Additionally, the treatment of qualitative data from key informant interviews often involves member checking or feedback loops, where the findings or interpretations are shared with the key informants for validation or clarification. By iterating through these processes, the researcher ensures a comprehensive and credible interpretation of the qualitative data, which contributes to the validity and trustworthiness of the study's findings **(Creswell and Poth, 2018).**

Ethical Considerations

In ensuring ethical considerations, the researcher has observed that the rights and dignity of participants and their welfare are protected all throughout the conduct of this study. Relatively with this, one key consideration is the informed consent, where participants were fully aware of the research's nature, its potential risks, and their right to withdraw at any time without negative consequences. Moreover, confidentiality and privacy were also maintained to safeguard participants' personal information, especially when dealing with vulnerable populations or sensitive data, which can have legal or negative social implications **(Creswell and Creswell, 2020).**

Another critical ethical issue is the avoidance of harm, which requires researchers to carefully consider the potential physical, emotional, or psychological impacts of their study. This is especially relevant in criminology, where participants might have traumatic experiences related to crime. With this, the researcher ensured that his study does not exacerbate harm and that participants have access to necessary support if needed. Finally, fair treatment was maintained throughout the research process, ensuring that vulnerable or marginalized groups are not exploited or coerced into participation **(Babbie, 2021).**

In addition to the considerations mentioned, voluntary participation is another ethical principle that must be upheld **(Berg, 2020).** It is important for researchers to create an environment where participants feel comfortable and empowered to make informed decisions about their involvement. It is crucial in maintaining ethical integrity. This transparency not only fosters trust but also upholds the moral responsibility researchers have in safeguarding participants' rights and ensuring the integrity of the research process. When properly implemented, contribute to an environment while advancing knowledge in a responsible and respectful manner.

RESULTS and DISCUSSION

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Applications, Association, Generalization, Preparation; and Presentation

Applications

Table 1 presents the findings on the extent of the effectiveness of transformative pedagogical approaches in criminology education in terms of applications. The data were collected from both faculty and students, focusing on how well transformative pedagogy enhances the students' ability to apply criminological theories and principles, integrates practical strategies into case studies, improves students' knowledge and skills in analyzing criminal justice problems, and enhances their critical thinking and decision-making abilities.

The overall weighted median for applications across faculty and students is 3.75, indicating that transformative pedagogical approaches were considered very effective in enhancing students' application of criminological concepts. The individual responses from both faculty and students were largely consistent, with

median scores ranging from 3.50 to 4.00. This reflects a strong consensus that transformative pedagogy plays a significant role in improving students' practical performance, particularly in real-world scenarios related to criminology.

Table 1.

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Applications (N=8)

INDICATOR	Students		Faculty		Overall	
A. Applications	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Enhancing students' ability to apply the related theories and principles in real-world scenarios.	3.75	VE	3.75	VE	3.75	VE
2.Implementing practical strategies to integrate transformative pedagogy into case studies.	3.75	VE	3.75	VE	3.75	VE
3.Improving students' knowledge, skills, and abilities in analyzing criminal justice problems.	3.75	VE	3.50	VE	3.63	VE
4.Utilizing critical thinking and decision-making skills learned through transformative pedagogy.	3.75	VE	4.00	VE	3.88	VE
5.Improving students' practical performance after exposure to transformative teaching methods.	4.00	VE	4.00	VE	4.00	VE
Overall Grouped Median:	**3.75**	**VE**	**3.75**	**VE**	**3.75**	**VE**

From the faculty's perspective, the highest median score (4.00) was observed for both "Improving students' practical performance after exposure to transformative teaching methods" and "Utilizing critical thinking and decision-making skills learned through transformative pedagogy." This aligns with the fact that transformative teaching methods are designed to bridge the gap between theory and practice, allowing students to gain deeper insights into criminal justice issues.

On the students' side, there was a consistent evaluation of the effectiveness of transformative pedagogy, with most questions scoring a median of 3.75, signifying that students reported feeling better able to understand and apply criminological concepts after undergoing these teaching approaches. The application of these concepts in case studies and decision-making scenarios showed notable improvements as well.

Association

Table 2 presents the extent of the effectiveness of transformative pedagogical approaches in criminology education, particularly in terms of association, or how well students and faculty perceive the connection between criminological theories and real-life applications.

The overall grouped median for both students and faculty was 3.75, interpreted as Very Effective (VE). This suggests a consistently strong perception of the effectiveness of transformative pedagogy in bridging theory and practice.

The highest finding was recorded in the indicators "Connecting the transformative pedagogy to improved

academic performances of students" (3.88) and "Fostering stronger associations between interdisciplinary fields and criminology practices" (3.88). These findings imply that transformative pedagogical approaches are particularly impactful in enhancing academic outcomes and interdisciplinary integration, despite the latter being slightly less emphasized in the previous version of the discussion.

Table 2.

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Association (N=8)

INDICATOR	Students		Faculty		Overall	
B. Association	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Correlating with students' ability to link criminological concepts to real-life contexts.	3.50	VE	4.00	VE	3.75	VE
2.Identifying transformative teaching methods and students' engagement in criminology courses.	3.75	VE	3.75	VE	3.75	VE
3.Influencing the association between theoretical knowledge and practical skills in the program.	3.75	VE	3.50	VE	3.63	VE
4.Connecting the transformative pedagogy to improved academic performances of students.	4.00	VE	3.75	VE	3.88	VE
5.Fostering stronger associations between interdisciplinary fields and criminology practices.	4.00	VE	3.75	VE	3.88	VE
Overall Grouped Median	**3.75**	**VE**	**3.75**	**VE**	**3.75**	**VE**

Interestingly, both students and faculty rated "Correlating with students' ability to link criminological concepts to real-life contexts" and "Identifying transformative teaching methods and students' engagement in criminology courses" with consistently Very Effective marks, having a shared median of 3.75. This underlines the effectiveness of these approaches in engaging students and promoting real-world relevance of criminology content.

On the other hand, the lowest median was seen in the indicator "Influencing the association between theoretical knowledge and practical skills in the program," with a combined mean of 3.63. Although still within the "very effective" range, this suggests a slightly weaker perception of the influence of transformative pedagogy on the development of practical criminological skills, pointing to a potential area for further pedagogical enhancement.

Generalization

Table 3 illustrates the extent to which transformative pedagogical approaches enhance students' ability to generalize criminological theories and practices across various contexts. The overall grouped median for this domain was 3.63, interpreted as "Very Effective" (VE), reflecting a generally positive perception among both students and faculty regarding the effectiveness of these approaches.

The highest overall finding of 3.75 was observed in the indicators "Preparing students to generalize criminological theories and principles to broader societal issues" and "Enhancing students' ability to generalize

problem-solving techniques to complex cases." These findings suggest that transformative pedagogy contributes significantly to fostering higher-order thinking among students, enabling them to apply criminological principles to societal concerns and complex problem-solving situations, key competencies for their future roles in the field of criminology.

On the other hand, the lowest scores, both at 3.50, were recorded in the indicators "Generalizing skills learned through pedagogy to criminology and criminal justice scenarios" and "Influencing students' capacity to generalize practices across diverse cultural and legal systems." While these scores still fall within the "Very Effective" category, they point to areas that may benefit from further instructional enhancement.

Table 3.

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Generalization (N=8)

INDICATOR	**Students**		**Faculty**		**Overall**	
C. Generalization	**Medi a n**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Preparing students to generalize criminological theories and principles to broader societal issues.	3.75	VE	3.75	VE	3.75	VE
2.Demonstrating ability to generalize key concepts from discussions to inter-disciplinary fields.	3.50	VE	3.75	VE	3.63	VE
3.Enhancing students' ability to generalize problem-solving techniques to complex cases.	3.75	VE	3.75	VE	3.75	VE
4.Generalizing skills learned through pedagogy to criminology and criminal justice scenarios.	3.50	VE	3.50	VE	3.50	VE
5.Influencing students' capacity to generalize practices across diverse cultural and legal systems.	3.25	VE	3.75	VE	3.50	VE
Overall Grouped Median	**3.50**	**VE**	**3.75**	**VE**	**3.63**	**VE**

Specifically, there appears to be a need to strengthen strategies that support students in transferring their classroom learning into real-world criminal justice settings, particularly in contexts involving diverse cultural and legal considerations.

It is also worth noting that the student median score for generalization was 3.50, slightly lower than the faculty median of 3.75. This difference may indicate that students find it more challenging to generalize criminological knowledge compared to how faculty perceive their level of preparedness in doing so.

Preparation

Table 4 presents the data on how transformative pedagogical approaches contribute to students' preparation for real-world criminology and criminal justice practice. The overall grouped median was 3.88, interpreted as "Very Effective" (VE), indicating that both students and faculty perceive these approaches as highly effective in equipping

learners with the necessary competencies for the criminology profession. The highest median scores of 4.00 were observed in several indicators: "Preparing students for real-world challenges in criminology and criminal justice practice and issue," "Equipping students with the foundational skills needed for on-the-job trainings and internships," "Developing ability of students to address ethical dilemmas in criminology and real-world scenarios," and "Enhancing students' readiness for the licensure examination for criminologist and other disciplines." These results affirm that transformative pedagogy plays a crucial role in providing students with not only foundational knowledge but also the applied skills needed to navigate practical situations in their future careers. However, the indicator "Molding students to adapt to evolving trends and innovations in criminology and law enforcement" received the lowest overall median score of 3.63. While this still falls under the "Very Effective" category, it suggests that there is room for improvement in strengthening students' preparedness for emerging developments and future challenges in the field.

Table 4.

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Preparation (N=8)

INDICATOR	**Students**		**Faculty**		**Overall**	
D. Preparation	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Preparing students for real-world challenges in criminology and criminal justice practice and issue.	4.00	VE	3.75	VE	3.88	VE
2.Equipping students with the foundational skills needed for on-the-job trainings and internships.	4.00	VE	3.75	VE	3.88	VE
3.Developing ability of students to address ethical dilemmas in criminology and real-world scenarios.	4.00	VE	3.75	VE	3.88	VE
4.Enhancing students' readiness for the licensure examination for criminologist and other disciplines.	4.00	VE	4.00	VE	4.00	VE
5.Molding students to adapt to evolving trends and innovations in criminology and law enforcement.	3.75	VE	3.50	VE	3.63	VE
Overall Grouped Median	**4.00**	**VE**	**3.75**	**VE**	**3.88**	**VE**

It is important to note that the student median for this domain was 4.00, slightly higher than the faculty median of 3.75, which may indicate that students feel more confident in their readiness than faculty perceive. This discrepancy highlights the importance of continuous dialogue between instructors and students to ensure alignment in expectations and support mechanisms.

Presentation

Table 5 presents the data on the extent to which transformative pedagogical approaches enhance students' presentation skills in criminology education. The overall grouped median was 3.75, interpreted as "Very Effective" (VE), indicating that both faculty and students view these approaches as highly supportive in developing students' ability to effectively present criminological knowledge and findings.

The highest median scores of 4.00 were recorded for the indicators "Improving students' capabilities to present criminological findings to diverse audiences" and "Transforming students' confidence necessary in the delivery of presentations and case briefings." These results imply that transformative pedagogy is particularly successful in building students' confidence and equipping them with the communication skills necessary to deliver information clearly and persuasively in both academic and professional settings.

Meanwhile, the lowest median scores of 3.50 were observed in the indicators "Advancing students' technical know-how in the task of presenting complex criminological theories" and "Preparing students to consider evidence-based solutions in professional or academic settings." Although still categorized as "Very Effective," these scores suggest that there is room for further improvement in preparing students to present data-driven and theoretically grounded content, especially when dealing with complex concepts and real-world criminological scenarios.

Table 5.

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Presentation (N=8)

INDICATOR	**Students**		**Faculty**		**Overall**	
E. Presentation	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Improving students' capabilities to present criminological findings to diverse audiences.	3.50	VE	4.00	VE	3.75	VE
2.Transforming students' confidence necessary in the delivery of presentations and case briefings.	3.75	VE	4.00	VE	3.88	VE
3.Expanding students' ability to create and present well-structured reports and visual materials.	3.75	VE	3.75	VE	3.75	VE
4.Advancing students' technical know-how in the task of presenting complex criminological theories.	3.50	VE	3.75	VE	3.63	VE
5.Preparing students to consider evidence-based solutions in professional or academic settings.	3.50	VE	3.75	VE	3.63	VE
Overall Grouped Median	**3.50**	**VE**	**3.75**	**VE**	**3.75**	**VE**
Overall Grouped Median (Extent of Effectiveness)	**3.75**	**VE**	**3.75**	**VE**	**3.75**	**VE**

Interestingly, while the student median for this domain was 3.50, the faculty median was slightly higher at 3.75. This discrepancy may reflect the faculty's more optimistic assessment of students' performance or an indication that students themselves feel the need for additional support in developing specific presentation competencies.

Hybrid Learning

Table 6 displays the extent of the effectiveness of transformative pedagogical approaches in criminology education in terms of hybrid learning. The overall grouped median is 2.90, interpreted as "Effective" (E), indicating that both students and faculty generally view hybrid learning approaches as beneficial in enhancing students' learning

experiences in criminology, though with varying degrees of effectiveness across specific indicators. The highest overall median score of 3.00 was observed in two indicators: (1) "Setting uphybrid learning that encourages students' active participation in related topics" and (4) "Giving opportunities to take ownership of the learning through collaborative class activities." These results suggest that hybrid learning is particularly effective in fostering active student engagement and collaborative learning—two essential components of transformative pedagogy. Notably, students rated Indicator 4 with a median of 3.50 (very effective), indicating strong approval of collaborative approaches, while faculty rated it lower at 2.50 (less effective), possibly reflecting implementation or engagement challenges from the instructors' perspective.

On the other hand, the lowest overall median score of 2.75 was seen in Indicator 2, "Teaching methods used in hybrid classes that analyze and evaluate real-life cases critically," where faculty rated the effectiveness as 2.25 (less effective). This suggests that while students perceive critical analysis of real-life cases as effective, faculty may find current strategies or student performance in this area lacking.

Table 6.

Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education in Terms of Hybrid Learning (N=8)

INDICATOR	**Students**		**Faculty**		**Overall**	
F. Hybrid Learning	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Setting-up of hybrid learning thar encourages students' active participation in related topics.	3.25	E	2.75	E	3.00	E
2.Teaching methods used in hybrid classes that analyze and evaluate real-life cases critically.	3.25	E	2.25	LE	2.75	E
3.Employing pedagogical strategies that enable students to apply varied criminological theories.	3.00	E	2.75	E	2.88	E
4.Giving opportunities to take ownership of the learning through collaborative class activities.	3.50	VE	2.50	LE	3.00	E
5.Using of technological tools that enhance students learning more accessible and engaging.	3.00	E	2.75	E	2.88	E
Overall Grouped Median:	**3.20**	**E**	**2.60**	**E**	**2.90**	**E**
Overall Grouped Median (Extent of Effectiveness)	**3.75**	**VE**	**3.75**	**VE**	**3.75**	**VE**

Overall, students had a higher grouped median (3.20) compared to the faculty's grouped median (2.60), indicating a more favorable view from the learners' side. This difference may reflect a gap between pedagogical intent and instructional practice, emphasizing the need to align hybrid learning strategies more closely with transformative goals, especially from the faculty's standpoint.

The overall grouped median for the extent of effectiveness across the evaluated domains was consistently 3.75, interpreted as "very effective." This uniform rating from both students and faculty indicates a strong consensus on the positive impact of transformative pedagogical approaches in criminology education. It suggests that these approaches

are consistently fostering students' abilities to connect theoretical knowledge with real-life applications, generalize criminological concepts to broader societal and interdisciplinary contexts, prepare for real-world challenges, and develop effective presentation skills. Although the scores fall slightly below the highest possible rating, they affirm the significant role of transformative pedagogy in enhancing both academic and practical competencies while also highlighting areas where continued refinement and targeted support can further optimize educational outcomes in criminology programs.

Transformative pedagogy has shown strong effectiveness in promoting real-world application of criminological knowledge. (Thurgood, 2024) emphasizes the power of experiential and interdisciplinary learning, integrating law, sociology, and psychology to develop students' ability to apply concepts in diverse practical settings. His learner-centered model, grounded in fieldwork and internships, aligns directly with the observed improvements in students' application of theories to real-life criminological cases. Similarly, (Gonzalez, 2019) supports this by introducing service-learning, where students apply theoretical frameworks to community contexts, enhancing both empathy and practical problem-solving. These findings support the study's data showing high effectiveness in "Application," especially in tasks requiring critical thinking and decision-making.

In terms of association, students' ability to connect classroom knowledge with practical realities is reinforced by (Barton et al., 2020), who advocate for critical pedagogy to foster deeper theoretical and social awareness. Their work illustrates how reflection and interdisciplinary integration bridge the gap between textbook learning and the real world—mirroring the observed improvements in students' academic performance and practical understanding. Likewise, Reyes (2019) underscores the impact of an interdisciplinary criminology curriculum that integrates law, psychology, and ethics, helping students make meaningful connections across domains and contexts.

The domain of generalization is also enriched through transformative strategies. Cruz (2019) promotes community-centered, project-based learning where students engage in crime prevention and advocacy, allowing them to extend theoretical knowledge to broader social realities. This aligns with the study's findings on students' improved ability to generalize concepts across diverse cultural and community contexts. In a similar vein, Perez (2023) emphasizes the transformative potential of confronting social biases, helping learners extrapolate criminological insights to issues of equity, justice, and human rights.

Regarding preparation, (Santos, 2022) highlights the significance of experiential learning, such as community immersions and field exposure, in building students' readiness for real-world criminological roles. His findings align with the high effectiveness ratings in the study's preparation domain, particularly in relation to ethical decision-making and readiness for licensure examinations. (Kardoyo et al., 2020) add that problem-based learning (PBL) enhances analytical thinking and professional preparedness, while (Bautista, 2017) notes that case simulations develop legal reasoning and moral sensitivity, key aspects of professional success in the field of criminology.

In the domain of presentation, (Ellis et al., 2020) describe how the use of visual tools like infographics and digital storytelling enhances students' ability to communicate complex justice-related ideas with clarity and creativity. (Garcia, 2021) also highlights how debates and peer presentations help students express arguments logically and confidently, fostering both academic and professional communication skills. Similarly, (Israel, 2020) encourages the use of real-life narratives and interviews, which promote empathy, ethical awareness, and communication fluency—further supporting the study's findings on improvements in student presentation and engagement.

While the overall results affirm the strong effectiveness of transformative pedagogical approaches, the findings related to hybrid learning reveal comparatively lower ratings, with an overall grouped median of 2.90, still categorized as "effective." Notably, faculty members rated several hybrid learning indicators lower than students did, particularly in the use of teaching methods for critical evaluation of real-life cases and collaborative learning activities. These discrepancies may suggest challenges in the implementation of hybrid strategies from the faculty's perspective. Although hybrid learning was found to foster student engagement and collaboration—especially in settings that promote active participation and ownership of learning—its full potential may not yet be realized due to constraints in technological adaptation, faculty readiness, or institutional support.

This calls for targeted efforts to enhance the implementation of hybrid learning within the transformative pedagogical framework. As Cruz (2019) and Perez (2023) assert, the integration of technology and community context must be intentional and inclusive to truly support transformative outcomes. Strengthening faculty capacity, refining hybrid delivery methods, and leveraging technological tools more effectively could address the gaps noted in hybrid learning and further reinforce its value in criminology education.

In terms of overall effectiveness, the literature consistently validates transformative pedagogical approaches as powerful tools for fostering holistic development in criminology students. Mezirow's (2000) foundational theory of transformative learning emphasizes the importance of critical reflection, perspective shifts, and learner empowerment—elements that are echoed across all five domains in the current study. Anderson and Lee (2018) further affirm that transformative pedagogy increases learner autonomy, motivation, and long-term retention, resulting in graduates who are not only competent but also socially responsive. These overall impacts are strongly aligned with the study's conclusion that transformative pedagogies lead to high student engagement, academic achievement, and readiness for real-life criminological practice.

The Significant Difference in the Evaluation of Respondents on the Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education

Table 7 presents the test of significant difference in the evaluation of the respondents on the effectiveness of transformative pedagogical approaches in criminology education. The statistical analysis was conducted using the Mann-Whitney U test, which compared the assessments of faculty and students on various components, including the overall evaluation and five distinct aspects of the pedagogical approaches: application, association, generalization, preparation, and presentation. The following discussion interprets the findings from this analysis using Exact Sig. (2-tailed) values, which are more reliable for small sample sizes.

The Mann-Whitney U value for the overall evaluation of the pedagogical approaches was 8.000, with an Exact Sig. (2-tailed) value of 1.000. The p-value of 1.000 is greater than the significance level of 0.05, indicating that there is no significant difference between the faculty and students' evaluations of the overall effectiveness of the pedagogical approaches. This suggests that both groups, faculty and students, perceive the effectiveness of these transformative pedagogical strategies similarly. It reflects a shared understanding or consensus on the effectiveness of the pedagogical approaches, regardless of the group's specific role in the academic environment.

Table 7.

Test of Significant Difference in the Evaluation of Respondents on the Extent of the Effectiveness of Transformative Pedagogical Approaches in Criminology Education

Category	N	Mean Rank	Sum of Ranks	U	Asymp. Sig.	Exact Sig.	Interpretation
Overall							
Students	4	4.50	18	8	1.000	1.000	Not Significant
Faculty	4	4.50	18				
Application							
Students	4	4.00	16	6	0.317	0.686	Not Significant
Faculty	4	5.00	20				
Association							
Students	4	4.00	16	6	0.317	0.686	Not Significant
Faculty	4	5.00	20				
Generalization							
Students	4	5.00	20	6	0.495	0.686	Not Significant
Faculty	4	4.00	16				
Preparation							
Students	4	4.00	16	6	0.317	0.686	Not Significant
Faculty	4	5.00	20				
Presentation							
Students	4	5.50	22	4	0.127	0.343	Not Significant
Faculty	4	3.50	14				
Hybrid Learning							
Students	4	5.00	20	6	0.317	0. 686	Not Significant
Faculty	4	4.00	16				

The Mann-Whitney U value for the application component was 6.000, with an Exact Sig. Value of 0.686, which is again greater than 0.05. This implies that there is no significant difference between faculty and students in their assessment of how well the transformative pedagogical approaches were applied in criminology education. Both faculty and students seem to agree on the effectiveness of the practical application of these approaches, suggesting that both groups acknowledge the relevance and utility of applying the pedagogical strategies in the learning process.

Similarly, the result for the association component yielded a Mann-Whitney U value of 6.000, with an Exact Sig. Value of 0.686, which is not statistically significant. This indicates that faculty and students do not differ in their evaluation of the associations made between the pedagogical approaches and criminology education. Both groups seem to appreciate the connections made between the strategies and the subject matter equally. This lack of significant difference suggests that the pedagogical approaches might be perceived as equally relevant and impactful in establishing meaningful connections with criminology concepts by both groups.

For the generalization component, the Mann-Whitney U value was 6.000, with an Exact Sig. Value of 0.686, indicating that there is no significant difference between faculty and students' evaluations of the generalization of the pedagogical approaches. Both groups appear to agree on the degree to which the approaches were generalized or

applied to a broader context. This might indicate that both faculty and students recognize the potential of the pedagogical strategies in preparing students to apply criminology knowledge in diverse and broader real-world contexts.

Similar to the previous components, the preparation component yielded a Mann-Whitney U value of 6.000 and an Exact Sig. Value of 0.686, which is not statistically significant. This result suggests that faculty and students have similar perceptions about the extent to which the pedagogical strategies prepare students for future challenges in criminology. It implies that both groups acknowledge the effectiveness of the approaches in fostering the necessary skills and knowledge to engage with the criminology field effectively.

The presentation component had a Mann-Whitney U value of 4.000, with an Exact Sig. Value of 0.343. Although the p-value is slightly lower than the previous components, it is still greater than the 0.05 significance level, meaning that there is no significant difference between the faculty and students' evaluations of the presentation of the pedagogical approaches. Both groups seem to have a comparable view of how well the strategies were presented, suggesting that the delivery of the pedagogical methods was equally impactful in the eyes of both faculty and students.

For the hybrid learning component, the Mann-Whitney U value was 6.000, with an Exact Sig. Value of 0.686, indicating that there is no significant difference between faculty and students' evaluations of hybrid learning as a pedagogical approach. This suggests that both groups share a similar perception regarding the effectiveness of hybrid learning in criminology education. The alignment in their evaluations may imply a mutual recognition of the flexibility, accessibility, and adaptability that hybrid learning provides in delivering criminology content, especially in bridging theoretical understanding with practical application across various learning environments.

The findings from the Mann-Whitney U test suggest that there are no significant differences between faculty and students in the evaluation of the effectiveness of transformative pedagogical approaches across all components. This lack of significant difference is consistent across the overall evaluation and the five components (application, association, generalization, preparation, presentation, and hybrid learning). The fact that both groups rate the effectiveness of the pedagogical strategies similarly suggests a high level of agreement between faculty and students on the perceived value and impact of these methods.

Based on the results, it can be interpreted that the pedagogical approaches being evaluated are universally effective, irrespective of whether the evaluators are faculty members or students. Both groups may have witnessed or experienced similar levels of engagement, understanding, and satisfaction with the transformative strategies employed. This could be a reflection of the pedagogical strategies' broad applicability and their effectiveness in both teaching and learning processes within criminology education.

Furthermore, the similarity in evaluations could indicate that both faculty and students view these pedagogical approaches as relevant, impactful, and beneficial to the educational experience. The lack of significant difference might also suggest that there is a shared understanding of what constitutes effective teaching and learning in criminology, transcending the traditional roles of faculty as instructors and students as recipients.

The results indicate that there is no significant difference in the evaluation of respondents regarding the effectiveness of transformative pedagogical approaches in criminology education. Both faculty and students have provided similar assessments across all components of the pedagogical approaches. This suggests that the effectiveness of these transformative strategies is perceived similarly by both groups, which points to the potential of

these approaches to foster a cohesive learning environment where both faculty and students align in their understanding and appreciation of the methods used.

The absence of significant differences between faculty and student evaluations of transformative pedagogical approaches in criminology education is supported by Thurgood (2024), who underscores the natural alignment that emerges when pedagogical practices prioritize learner autonomy, interdisciplinary strategies, and experiential learning. According to Thurgood (2024), this shared appreciation stems from the application of outcome-based models that emphasize relevance, real-world application, and meaningful learning outcomes, factors that contribute to consistent perceptions of instructional value across both groups.

Similarly, Sain (2024) highlights that in the implementation of Outcome-Based Education (OBE) across diverse institutional settings, both faculty and students reported positive impacts of transformative pedagogy. Despite varying institutional contexts and constraints, both groups acknowledged the approach's capacity to foster greater adaptability, engagement, and relevance in criminology education. These findings reinforce the present data's implication that such pedagogical methods encourage a shared understanding of their effectiveness.

Furthermore, Barton et al. (2019) emphasized the importance of critical pedagogy and reflective dialogue. They argue that when instructors and learners engage in socially meaningful, student-centered educational experiences, a mutual recognition of the value of these approaches tends to develop. This alignment is particularly evident in settings that embrace constructivist principles, inclusivity, and social engagement. Taken together, these corroborating studies suggest that the consensus reflected in the data is not coincidental but rather a logical outcome of pedagogical coherence rooted in shared values and goals.

Degree of Seriousness of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of: (a) Community Outreach; (b) Instructional Equipment; (c) Laboratory Apparatus; (d) Library Holdings; and (e) Qualifications of Faculty.

Community Outreach

Table 8 presents the findings on the degree of issues encountered in community outreach programs within criminology education. The data show

that the overall grouped median score was 2.60, interpreted as "Serious" (S), indicating that students and faculty face notable challenges in the implementation of outreach activities.

The logistical challenges in organizing community outreach programs received a median of 2.67 from students and 2.50 from faculty, both of which suggest that this is a consistent area of difficulty. These results imply that securing resources, coordinating schedules, and managing event execution are significant stress points in outreach implementation. Additionally, communication barriers between students, educators, and stakeholders were also rated as serious, with a student median of 2.67 and a faculty median of 2.50, pointing to limitations in collaboration and interaction across the different parties involved.

Table 8.

Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of Community Outreach (N = 8)

INDICATOR	Students		Faculty		Overall	
A. Community Outreach	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Intensity of logistical challenges encountered in organizing diverse community outreach programs.	2.67	S	2.50	LS	2.60	S
2.Level of student preparedness in engaging with community members during outreach activities.	2.67	S	2.00	LS	2.33	LS
3.Communication barriers between students, educators, and stakeholders in outreach initiatives.	2.67	S	2.50	LS	2.60	S
4.Prevalence of cultural or ethical conflicts encountered during community-based activities.	3.00	S	2.50	LS	2.80	S
5.Misalignment of community outreach objectives with education goals and transformative practices.	2.33	LS	2.33	LS	2.25	LS
Overall Grouped Median	**2.67**	**S**	**2.50**	**LS**	**2.60**	**S**

In terms of student preparedness, the data show a contrast in perceptions. Students rated their preparedness at 2.67, classifying it as serious, while faculty assigned a lower median of 2.00, classifying it as less serious. This gap suggests that students may feel underprepared or uncertain about their roles during outreach activities, even if faculty believe they are ready.

The prevalence of cultural or ethical conflicts during outreach activities was also highlighted, especially by students who gave it the highest median score of 3.00, indicating a serious concern. Faculty rated it slightly lower at 2.50, but it still falls within the same classification. This reflects the complexity and sensitivity of community engagement, where differing values, beliefs, and ethical expectations may lead to tensions or misunderstandings during outreach.

Lastly, the misalignment of outreach objectives with educational goals received the lowest medians—2.33 from both students and faculty, which is interpreted as less serious. Although still present, this issue appears to be less prominent compared to others.

As a whole, the results show that the challenges in community outreach are multi-layered, involving practical, interpersonal, and cultural dimensions. The perceptions indicate that students generally experience a greater level of difficulty than faculty in most areas, particularly in terms of preparedness and cultural sensitivity. These findings reflect the real complexities and tensions that can arise when academic programs interface with community realities,

emphasizing the depth of the challenges encountered in the pursuit of meaningful, transformative outreach experiences.

Instructional Equipment

Table 9 presents the degree of issues encountered in criminology education related to instructional equipment, as perceived by both students and faculty. The overall grouped median score was 2.17, interpreted as "Less Serious" (LS). While this suggests that concerns related to instructional equipment are not the most critical barriers in implementing transformative pedagogy, several persistent challenges remain.

The issue of unavailability of state-of-the-art instructional equipment was rated with a median of 2.00 by students and 2.50 by faculty. Though considered less serious, this points to a perceived inadequacy in accessing updated, relevant tools essential for simulating real-world criminology environments, such as forensic labs, surveillance technologies, or simulation-based training systems.

The existence of operational issues with instructional tools—such as outdated software, faulty hardware, or incompatible digital platforms—received a consistent median of 2.50 from both groups. This indicates that, while not highly disruptive, technical problems still pose interruptions in instructional flow, potentially reducing the quality of learning experiences and teacher effectiveness during practical sessions.

Another important concern is the inadequacy of training for both students and faculty in using instructional equipment. This aspect received a median of 2.00 from students and 2.33 from faculty. Even if tools are available, insufficient training can undermine their impact, limiting both the confidence and competence of users and thereby affecting the integration of these tools into transformative pedagogy.

Table 9.

Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of Instructional Equipment (N = 8)

INDICATOR	Students		Faculty		Overall	
B. Instructional Equipment	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Unavailability of state-of-the art instructional equipment required for criminology education.	2.00	LS	2.50	LS	2.29	LS
2.Existence of operational issues on instructional tools and resources used in pedagogical approach.	2.50	LS	2.50	LS	2.50	LS
3.Inadequacy of training provided to students and educators for the use of instructional equipment.	2.00	LS	2.33	LS	2.17	LS
4.Insufficient equipment that impacts the quality of transformative learning experiences of students.	2.25	LS	1.67	NS	2.00	LS

5.Non-allignment of instructional equipment with the needs of transformative pedagogical activities.	2.00	LS	2.33	LS	2.17	LS
Overall Grouped Median:	**2.00**	**LS**	**2.33**	**LS**	**2.17**	**LS**

Interestingly, the insufficient equipment affecting the quality of transformative learning experiences was rated with a median of 2.25 by students, while faculty rated it at 1.67, placing it under the "Not Serious" category. This gap may reflect students' higher sensitivity to the availability and impact of practical learning tools on their academic experience. Students, being the direct beneficiaries of hands-on engagement, may feel more strongly about the limitations posed by equipment shortages or outdated tools.

Lastly, the non-alignment of instructional equipment with the needs of transformative pedagogical activities received a median of 2.00 from students and 2.33 from faculty. This highlights a concern that, although some tools may be available, they may not be fit-for-purpose or adequately support interactive, interdisciplinary, and student-centered learning models encouraged in transformative education.

As a whole, these findings suggest that while instructional equipment is not the most pressing concern, its limited availability, technical reliability, and alignment with pedagogical goals still present subtle but meaningful challenges. These constraints can affect the depth of engagement, authenticity of learning experiences, and the overall effectiveness of instructional delivery, especially in a discipline like criminology, where real-world simulation and experiential learning are essential.

Laboratory Apparatus

Table 10 outlines the degree of issues encountered in criminology education related to laboratory apparatus. The overall grouped median score was 2.60, classified as "Serious" (S), suggesting that limitations in laboratory resources present a notable challenge to the effective implementation of transformative pedagogical practices in criminology.

Table 10.

Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of Laboratory Apparatus (N = 8)

INDICATOR	**Students**		**Faculty**		**Overall**	
C. Laboratory Apparatus	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Unavailability of laboratory apparatus necessary for related experiments and practical applications.	3.00	S	3.50	S	3.29	VS

2.Mal-functioning of laboratory equipment that hinder transformative pedagogical education.	2.67	S	3.25	S	3.00	S
3.Inadequacy of training for students and instructors to properly use and maintain apparatus.	2.00	LS	3.33	VS	2.60	S
4.Existence of outdated apparatus used during the hands-on learning experience of students.	2.25	LS	3.00	S	2.57	S
5.Used laboratory apparatus not aligned with the needs of transformative pedagogical methods.	2.33	LS	2.67	LS	2.50	LS
Overall Grouped Median	**2.33**	**LS**	**3.25**	**S**	**2.60**	**S**

The unavailability of essential laboratory apparatus—such as fingerprint kits, blood analysis tools, or crime scene simulation materials—was the most pronounced issue. It received a median score of 3.00 from students and 3.50 from faculty, with an overall median of 3.29, interpreted as "Very Serious" (VS). This finding indicates that the absence of critical tools severely impacts students' ability to engage in hands-on, practice-based learning, which is foundational to experiential and transformative education in criminology.

The malfunctioning of laboratory equipment, with an overall median of 3.00 (S), also emerged as a key concern. Faulty or poorly maintained equipment can lead to frustration, decreased confidence, and disrupted learning experiences, preventing students from developing technical skills critical to their future professional roles.

An interesting divergence in perceptions emerged regarding the inadequacy of training to properly use and maintain laboratory apparatus. Students rated this issue with a median of 2.00 (Less Serious), while faculty rated it 3.33 (Very Serious), suggesting that educators feel underprepared or unsupported in ensuring proper usage and management of laboratory tools. This gap may also point to students being unaware of missed learning opportunities due to underutilized or misused equipment.

Similarly, the use of outdated apparatus received a "Serious" overall median of 2.57, with faculty once again expressing more concern (3.00) than students (2.25). Outdated tools not only limit the relevance of instruction but may also fail to reflect modern forensic or criminological practices, which undermines the goal of aligning education with current professional standards.

Lastly, the issue of non-alignment between used laboratory apparatus and the needs of transformative pedagogy received a "Less Serious" (LS) rating overall (2.50). While less urgent, this finding still highlights that existing tools may not fully support active, student-centered learning environments, such as simulations, collaborative investigations, or real-world problem-solving tasks.

These findings underscore that laboratory-related challenges are among the more serious barriers to implementing transformative pedagogical approaches in criminology education. While students may tolerate

limitations to some degree, faculty are increasingly aware of the gaps between ideal instructional conditions and current realities. The lack of updated, functional, and aligned equipment, compounded by inadequate training, threatens the integrity and effectiveness of experiential learning—a core pillar of transformative education. Addressing these issues is crucial to ensure that students not only gain theoretical knowledge but also develop the practical competencies essential for success in the criminology field.

Library Holdings

Table 11 presents the issues encountered in criminology education concerning library holdings. The overall grouped median was 2.17, which falls under the "Less Serious" (LS) category. Although not considered a critical problem, the data still point to underlying limitations in access to quality learning and research materials, a fundamental resource in supporting transformative pedagogical practices.

The unavailability of up-to-date textbooks, journals, magazines, and research materials had a median of 2.00 for students and 2.25 for faculty, indicating that while both groups experience this issue, it does not rise to the level of a severe barrier. However, in a field like criminology, where evolving laws, case precedents, and scientific methods are crucial, the lack of updated resources may limit the relevance and depth of student learning.

Table 11.

Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of Library Holdings (N = 8)

INDICATOR	**Students**		**Faculty**		**Overall**	
D. Library Holdings	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Unavailability of up-to-date textbooks, journals, magazines, and research materials in the library.	2.00	LS	2.25	LS	2.14	LS
2.Inadequacy of library's criminology collection in supporting the needs of students and faculty.	2.00	LS	2.33	LS	2.17	LS
3.Limited access to the required resources due to limited or outdated library holdings of the school.	2.25	LS	2.50	LS	2.38	LS
4.Existence of library holdings not aligned with the pedagogical approaches in criminology education.	2.25	LS	2.00	LS	2.14	LS
5.Inefficiency of the library's digital resources in providing access to research and case studies.	2.25	LS	2.33	LS	2.29	LS
Overall Grouped Median:	**2.25**	**LS**	**2.33**	**LS**	**2.17**	**LS**

The inadequacy of the library's criminology-specific collection, with an overall median of 2.17 (LS), points to a gap between what the library offers and what criminology education demands. When the collection does not

sufficiently support both theoretical frameworks and practical insights, students may struggle to engage meaningfully in coursework or conduct rigorous academic research.

Issues surrounding limited access to necessary resources due to outdated holdings were also raised, with students giving it a median of 2.25 and faculty 2.50, leading to an overall 2.38 (LS). This suggests that while materials might exist, their age or format may render them obsolete and thus inaccessible in practice, particularly for modern research or case-based assignments.

Interestingly, the existence of materials not aligned with transformative pedagogical approaches such as inquiry-based learning, case simulations, and interdisciplinary research received a median rating of 2.14 (LS) overall. This indicates a clear disconnect between available library resources and the instructional methods that support active and student-centered learning. As a result, faculty may find it challenging to adopt teaching strategies that encourage deeper engagement, critical thinking, and practical application of knowledge.

In addition, the inefficiency of digital library resources, which received a rating of 2.29 (LS) overall, reflects the difficulties in accessing criminology-related eBooks, online journals, and case databases. In the current digital age, especially after the widespread shift to hybrid learning brought about by the

pandemic, such limitations restrict real-time research and independent exploration. These are essential components in fostering critical thinking skills and scholarly inquiry among students.

Although these issues were rated as "less serious," the concerns regarding library holdings point to underlying systemic challenges. The lack of updated, relevant, and easily accessible resources can gradually weaken the effectiveness of transformative education in criminology. Without adequate support for research-informed and practice-based learning, both faculty and students may struggle to achieve the deeper levels of understanding and autonomy that are central to 21st-century educational goals.

Qualifications of Faculty

Table 12 presents the issues related to the qualifications of faculty members in criminology education. The overall grouped median is 2.17, which is classified as "Less Serious" (LS). While the figures indicate that faculty qualifications are not a critical concern, the responses suggest the presence of underlying challenges that could affect the effective implementation of transformative pedagogy.

Students rated the lack of academic credentials and professional certifications at 2.33, while faculty rated it at 1.67. This gap in perception reveals that while instructors may consider their qualifications sufficient, students might expect more specialized or updated credentials, particularly for professional and core subjects in criminology.

The absence of practical experience among faculty received an overall median of 2.50. This points to a relevant concern. Criminology, being a practice-oriented field, requires instructors who can relate theories to real-world contexts. Without industry or field-based experience, faculty may struggle to connect lessons to actual scenarios, which limits student exposure to applied learning.

Table 12.

Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of Qualifications of Faculty (N = 8)

INDICATOR	Students		Faculty		Overall	
E. Qualifications of Faculty	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Lack of academic credentials and professional certifications possessed by faculty members.	2.33	LS	1.67	NS	2.00	LS
2.Absence of practical experience among faculty members handling professional and core subjects.	2.33	LS	2.50	LS	2.50	LS
3.Non-participation of faculty members on the periodic professional development programs.	2.00	LS	2.33	LS	2.17	LS
4.Failure on the part of faculty members to meet the changing needs of pedagogical education.	2.00	LS	2.33	LS	2.17	LS
5.Faculty qualifications are not influential on students' active participation in discussions and hands-on.	2.00	LS	1.67	NS	1.83	LS
Overall Grouped Median	**2.00**	**LS**	**2.33**	**LS**	**2.17**	**LS**
Overall Grouped Median (Degree of the Issues Encountered):	**2.25**	**LS**	**2.33**	**LS**	**2.17**	**LS**

The non-participation in regular professional development programs, with an overall median of 2.17, also suggests a need for greater institutional support or personal initiative toward continuous learning. As pedagogical approaches evolve, faculty must update their strategies and knowledge to remain relevant and effective in the classroom.

Another area of concern is the faculty's ability to meet the changing needs of education. Students and faculty alike rated this at 2.17, implying that although the issue is not pressing, it warrants attention. Some instructors may rely heavily on traditional teaching methods, which could hinder efforts to promote innovation, critical thinking, and active learning.

Lastly, the belief that faculty qualifications have limited influence on student engagement (overall median of 1.83) suggests that other factors such as teaching style, approachability, and classroom environment might have a more significant impact. However, this does not diminish the value of qualified and experienced faculty in building student confidence and motivation.

Although faculty qualifications were not flagged as a major issue, the data highlights important areas for development. Practical field experience, commitment to professional growth, and adaptability to current educational

trends remain essential for faculty who aim to support transformative learning. Addressing these aspects will help bridge the gap between theoretical instruction and real-world application, ultimately strengthening criminology education.

Table 13 presents the degree of issues encountered in the implementation of transformative pedagogical approaches in criminology education in terms of information technology. The overall grouped median is 2.10, which is interpreted as "Less Serious" (LS). This indicates that while technological challenges are present, they are not perceived as major barriers to transformative learning by either students or faculty.

Table 13.

Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education in Terms of Information Technology (N = 8)

INDICATOR	**Students**		**Faculty**		**Overall**	
F. INFORMATION TECHNOLOGY	**Median**	**VI**	**Median**	**VI**	**Median**	**VI**
1.Unstable or limited internet access that hinders the effective delivery of hybrid or online lessons.	2.25	LS	2.00	LS	2.13	LS
2.Lack of access to digital devices affecting ability to fully engage in transformative learning activities.	2.25	LS	2.50	LS	2.38	LS
3.Students' difficulties in utilizing technological platforms required for hybrid learning instruction.	2.00	LS	2.25	LS	2.13	LS
4.System downtimes disrupting the continuity of transformative learning during online sessions.	2.00	LS	2.00	LS	2.00	LS
5.Inadequate support for maintaining digital learning tools affecting pedagogical strategies.	2.00	LS	1.88	LS	1.88	LS
Overall Grouped Median:	**2.10**	**LS**	**2.10**	**LS**	**2.10**	**LS**
Overall Grouped Median (Degree of the Issues Encountered):	**2.25**	**LS**	**2.33**	**LS**	**2.17**	**LS**

Both students and faculty reported concerns about unstable or limited internet access, with medians of 2.25 and 2.00, respectively, resulting in an overall median of 2.13 (LS). Despite being classified as less serious, internet connectivity remains a recurring issue that could affect the delivery and consistency of hybrid or online instruction, particularly in geographically challenged or under-resourced areas.

The lack of access to digital devices showed the highest overall median in this category (2.38), with faculty (2.50) expressing slightly more concern than students (2.25). This suggests that faculty may observe more challenges

among students in owning or using the necessary gadgets, highlighting a need for more equitable access to learning technologies.

Students' difficulties in utilizing technological platforms needed for hybrid instruction yielded an overall median of 2.13. This reflects a minimal but still relevant barrier, possibly linked to limited digital literacy or inadequate orientation in using learning management systems and communication platforms. Faculty's slightly higher rating (2.25) may reflect their awareness of students' struggle in navigating such tools.

System downtimes, with a consistent median of 2.00 across both groups, were also rated as less serious. Although not perceived as a critical issue, unexpected outages can still interrupt learning and reduce instructional effectiveness when they occur during crucial academic activities.

The lowest median (1.88) was recorded under the item "Inadequate support for maintaining digital learning tools," particularly from the faculty. Students rated this concern at 2.00, suggesting a slightly higher level of dissatisfaction. This may indicate a gap in institutional support mechanisms such as IT help desks, regular system maintenance, and resource availability for both learners and instructors.

The findings reveal that issues related to information technology, while present, are not major hindrances to transformative pedagogy in criminology education. Nonetheless, it is important to address access-related inequalities and improve support systems to ensure seamless and inclusive digital learning environments. Proactive strategies in infrastructure development, training, and resource distribution will help mitigate these less serious yet persistent issues and enhance the overall effectiveness of technology-mediated learning.

Lastly, the belief that faculty qualifications have limited influence on student engagement (overall median of 1.83) suggests that other factors, such as teaching style, approachability, and classroom environment, might have a more significant impact. However, this does not diminish the value of qualified and experienced faculty in building student confidence and motivation.

Although faculty qualifications were not flagged as a major issue, the data highlights important areas for development. Practical field experience, commitment to professional growth, and adaptability to current educational trends remain essential for faculty who aim to support transformative learning. Addressing these aspects will help bridge the gap between theoretical instruction and real-world application, ultimately strengthening criminology education.

The overall grouped median for the degree of issues encountered across the six key domains in criminology education, community outreach, instructional equipment, laboratory apparatus, library holdings, faculty qualifications, and now information technology is 2.17, which falls under the category of "Less Serious" (LS). While this suggests that challenges in implementing transformative pedagogical approaches are generally manageable, a closer examination reveals specific areas where persistent issues require targeted and strategic intervention.

Among all the domains, laboratory apparatus registered the highest level of concern, with an overall grouped median of 2.60, categorized as "Serious" (S). This highlights the vital role of hands-on and practical experiences in criminology education, which are currently hindered by the unavailability, malfunctioning, or outdated condition of laboratory tools, as well as insufficient training for their proper use. These challenges directly affect students' capacity to fully participate in experiential and skill-based learning, which is a fundamental component of transformative pedagogy.

Community outreach also emerged as a relatively serious concern, with several indicators reflecting limited engagement with communities and insufficient opportunities for real-world exposure. These limitations reduce the chances for students to apply theoretical knowledge in authentic social settings, which are essential for fostering critical thinking, civic engagement, and professional competence.

In contrast, issues related to instructional equipment, library holdings, and faculty qualifications were consistently rated as less serious. However, this rating should not overshadow their significance. The findings imply that while existing tools and resources are functioning, they may not be fully responsive to the demands of transformative learning. Limited access to updated and relevant materials in the library may constrain students' ability to conduct independent research and expand their understanding. Similarly, while faculty qualifications are not seen as a major issue, the lack of field experience and limited engagement in continuous professional development may affect instructors' ability to implement innovative and responsive teaching strategies in criminology.

The sixth domain, Information Technology, also recorded an overall grouped median of 2.10 (LS), indicating that issues in this area are not perceived as critically disruptive but still warrant attention. Notably, lack of access to digital devices was the highest concern within this domain (2.38), particularly from faculty members who may observe the broader impact on student learning engagement. Both students and faculty reported issues with unstable internet access and technological platform difficulties, especially when delivering hybrid or online instruction. These problems, although less serious, may undermine instructional continuity and student participation, especially in under-resourced or remote settings. The lowest median (1.88) was observed in terms of inadequate support for maintaining digital learning tools, revealing possible gaps in institutional infrastructure and support services.

The integration of information technology is critical to modern criminology education, particularly in delivering hybrid learning and enhancing access to simulations, virtual learning tools, and digital resources. Without reliable infrastructure and adequate support, institutions risk widening the digital divide and limiting the effectiveness of transformative pedagogical strategies.

Overall, the findings suggest that the institution has a stable base for adopting transformative pedagogical approaches. Nevertheless, significant challenges related to laboratory equipment and moderate gaps in community engagement, instructional support, faculty development, and information technology remain. These issues can hinder the full realization of student-centered, practice-based, and research-driven learning. Addressing them requires a deliberate investment in modern, functional facilities and a strong commitment to enhancing faculty capacity and curriculum alignment with real-world demands.

Transformative criminology education places high value on community outreach as a means of integrating experiential learning with social involvement. Gonzalez (2019) demonstrated that service-learning strategies significantly enriched students' understanding of deviance and social justice through direct interaction with communities. Santiago (2019) also emphasized the benefits of student engagement with marginalized groups in cultivating empathy and civic responsibility. However, these programs also present challenges in logistics, coordination, and ethical readiness, which are consistent with the study's findings that students perceive outreach-related issues as more serious than faculty do. Perez (2023) highlighted the importance of institutional support and student preparedness to ensure the transformative impact of outreach initiatives.

Instructional equipment, although not the most pressing concern, remains a crucial element in supporting criminology instruction. Lopez (2020) advocated for the integration of technology such as virtual simulations and

online learning platforms to strengthen the connection between theoretical knowledge and practical application. His research showed that such tools enhance access and engagement, particularly for students in remote or underserved areas. However, their effectiveness relies on reliability, proper alignment with learning goals, and teacher competency. Gray (2017) and Agpasa et al. (2020) emphasized the importance of frameworks like Technological Pedagogical Content Knowledge (TPACK) to ensure that instructional tools are used purposefully and meaningfully to improve learning outcomes.

Experiential learning, a key pillar of transformative education, is heavily dependent on access to laboratory tools that allow students to simulate real-world experiences. Kolb (1984) and Brew and Boud (2013) emphasized the value of experiential learning through active participation, such as simulations and fieldwork, to cultivate problem-solving and reflective skills. In criminology, this translates to mock crime scene investigations, forensic laboratory work, and digital crime analysis tools. As highlighted in the findings, gaps in laboratory equipment availability and functionality are exacerbated by increasing faculty awareness of these limitations. Lopez (2020) and David (2019) advocate for modernized, interactive tools, including digital forensics software and simulated investigation environments, which are essential in preparing students for real-world criminology roles. Without these resources, students miss vital opportunities to develop practical skills and professional readiness, which undermines the goals of transformative education.

Even though library resource limitations were classified as "less serious," they present systemic obstacles to quality education. Stockdale, Sweeney, and McCluskey Dean (2021) critiqued the lack of diversity in criminology literature and highlighted the importance of critical information literacy in creating inclusive, justice-oriented learning environments. Barton et al. (2019) similarly promoted reflective reading and media engagement to challenge dominant ideologies and enrich students' understanding of justice. These findings confirm that libraries must not only provide quantity but also offer current, diverse, and pedagogically aligned resources. When such materials are outdated or inaccessible, the capacity for academic inquiry, critical analysis, and evidence-based learning becomes constrained.

Faculty qualifications, while not flagged as a critical concern in the data, remain pivotal to the overall success and effectiveness of transformative pedagogy. Reyes (2019) stressed the value of interdisciplinary instruction that thoughtfully integrates fields such as sociology, psychology, and law to better prepare students for the complex and evolving roles within the justice system. Agpasa et al. (2020) argued that faculty must possess not only strong pedagogical and content knowledge but also technological expertise to effectively design and deliver meaningful, student-centered lessons. Siedentop et al. (1994) and Erickson (2011) also noted that effective teaching depends heavily on thorough preparation, commitment to continuous professional development, and a consistently positive instructional attitude. Although the data do not suggest major issues in faculty qualifications, these studies emphasize the ongoing need for growth, innovation, and adaptation among instructors. Bridging the gap between theoretical knowledge and real-world practice requires a teaching force that is not only knowledgeable but also dynamic, reflective, and responsive to the changing demands of criminology education.

The Significant Difference in the Evaluation of Respondents on the Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education

Table 14 presents the test of significant difference in the evaluation of students and faculty regarding the degree of issues encountered in transformative pedagogical approaches in criminology education. The Mann-Whitney U test was used to determine whether there is a statistically significant difference between the two groups' assessments across five categories: community outreach, instructional equipment, laboratory apparatus, library holdings, and qualification of faculty. The analysis focuses on the comparison of median values and significance levels to determine the presence or absence of significant differences in perceptions.

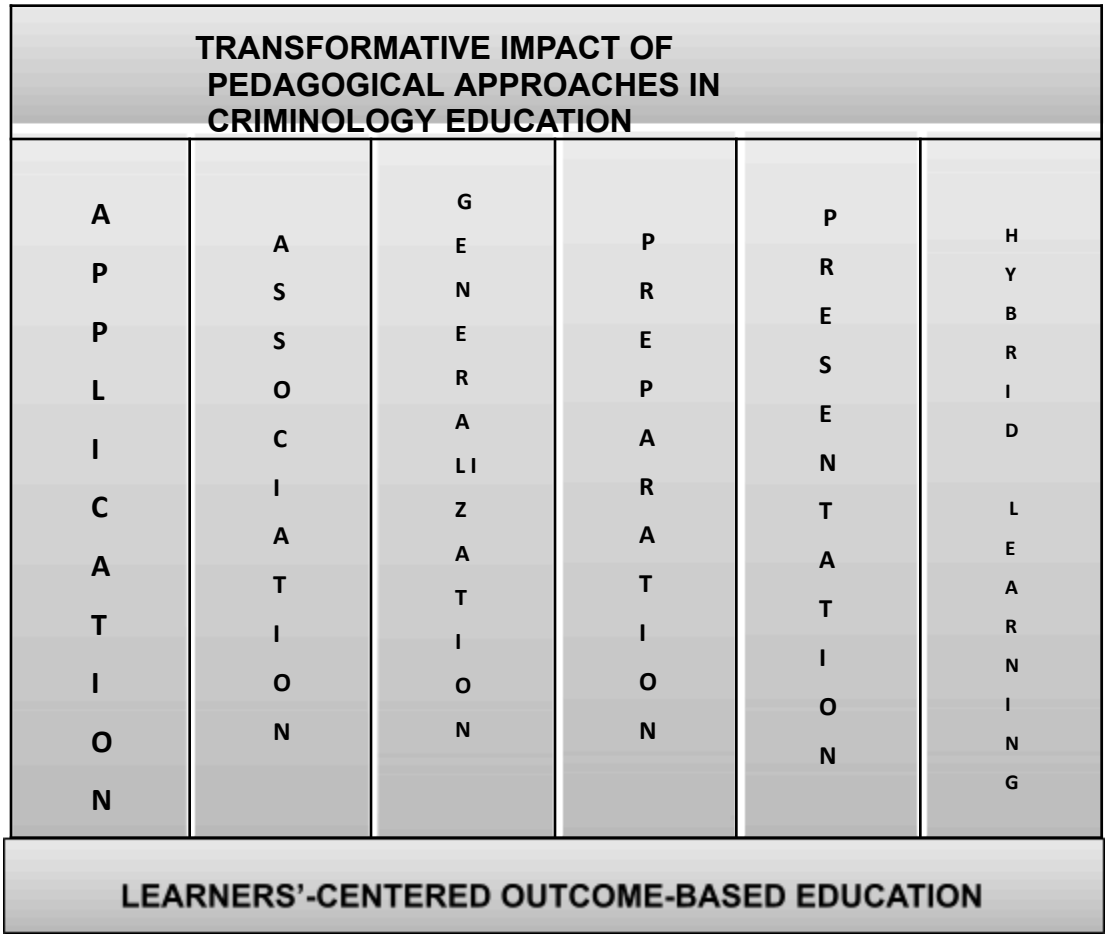
Table 14.

Significant Difference in the Evaluation of Respondents on the Degree of the Issues Encountered in Transformative Pedagogical Approaches in Criminology Education

Category	N	Median	Grouped Median	U	Asymp. Sig.	Exact Sig.	Interpretation
Community Outreach							
Students	4	2.50	2.67	7	0.765	0.886	Not Significant
Faculty	4	2.50	2.50				
Instructional Equipment							
Students	4	2.00	2.00	6.5	0.617	0.686	Not Significant
Faculty	4	2.00	2.25				
Laboratory Apparatus							
Students	4	2.50	2.50	3	0.096	0.200	Not Significant
Faculty	4	3.00	3.25				
Library Holdings							
Students	4	2.00	2.25	6	0.495	0.686	Not Significant
Faculty	4	2.50	2.50				
Qualification of Faculty							
Students	4	2.00	2.00	6.5	0.647	0.686	Not Significant
Faculty	4	2.50	2.33				
Information Technology							
Students	4	2.00	2.00	6	0.495	0.686	Not Significant
Faculty	4	2.50	2.33				

Figure 1

Theoretical Paradigm of the Study



Relatively with the above, these six components is based to the five components of Herbatianism Theory added with the current trend of hybrid learning as additional approach, as discussed by Brown (2020), align with contemporary pedagogical approaches that emphasize the integration of theory and practice as the best tool in teaching-learning activities to ensure a dramatic impact on transformative criminology education. In varied research, the theory highlights that effective teaching is rooted in a deep understanding of content, as well as the ability to connect new knowledge to students' existing experiences. The components of application, association, generalization, preparation, and presentation, as suggested by Smith and Johnson (2020), provide a structured framework for instructors to engage students in active learning, while situated practice helps bridge the gap between theoretical knowledge and real-world application. Therefore, this dynamic interaction encourages students to move beyond rote memorization, fostering critical thinking and problem-solving skills that are essential for success in the modern world. In summary, pedagogical theories play a pivotal role in equipping instructors with the knowledge, abilities, and skills necessary to achieve educational objectives, address students' needs, and enhance the teaching-learning process. Therefore, the structured approach to teaching-learning activities will ensure that student-learners can developnot only academic competencies but also lifelong learning skills, such as communication, collaboration, and adaptability, which are critical for success in both academic and professional contexts.

CONCLUSION

The study underscores the effectiveness of transformative pedagogy in several key areas: application, association, generalization, preparation, and presentation. These areas align well with outcome-based education, where the goal is to achieve specific, measurable learning outcomes. In terms of application, transformative pedagogy has been particularly effective in enabling students to apply criminological theories to real-world situations. This is essential in LCOBE, where students are expected to not only acquire knowledge but also be able to use it in practical contexts. Similarly, the association between theoretical knowledge and real-life situations has been highly effective, encouraging students to see the relevance of their learning and its application in the world around them. This aligns with the LCOBE principle of ensuring that students can demonstrate how their learning applies to real-world problems.

The study also highlights moderate success in helping students generalize their learning across broader contexts, though challenges remain in transferring skills to different cultural and legal settings. This issue is addressed in LCOBE, which emphasizes the ability to adapt and apply knowledge in diverse environments, preparing students to handle challenges beyond the classroom. In terms of preparation, transformative pedagogy has proven effective in preparing students for practical criminology practice, particularly in ethical decision-making, internships, and licensure exams. This aligns with LCOBE's emphasis on preparing students for future careers by developing professional competencies and practical skills. Finally, in terms of presentation, the study found that transformative pedagogy significantly improved students' ability to present criminological knowledge and findings, a critical outcome in LCOBE, as effective communication is essential in criminology professions.

Cultural responsiveness and inclusivity are key elements in the conceptual framework of LCOBE, as creating meaningful classroom relationships fosters a supportive learning environment. In criminology education, where students come from diverse backgrounds, it is crucial for educators to implement culturally responsive teaching strategies. These strategies engage students and ensure that learning is inclusive and reflects various cultural perspectives. This approach enhances cognitive, affective, and psychomotor development, aligning with the LCOBE focus on student-centered learning. By fostering an inclusive learning environment, educators help students connect their prior experiences with new knowledge, creating a more engaging and relevant educational experience. This is particularly important in criminology, where students must apply their knowledge to diverse real-world contexts, such as varying legal systems and social norms.

Despite the effectiveness of transformative pedagogical approaches, the study also identified several challenges, such as insufficient community outreach, lack of instructional equipment, limited laboratory resources, and faculty qualifications. These challenges must be addressed to further enhance the effectiveness of teaching methods and improve student outcomes. In an LCOBE framework, community outreach is not peripheral but central to student development, providing real-world experiences that help students apply classroom learning in authentic contexts. Additionally, the lack of adequate resources for hands-on, experiential learning can limit the potential of transformative pedagogy. In LCOBE, resources should be aligned with learning outcomes, and providing up-to-date technology and

equipment is critical for ensuring that students develop the practical skills they need. Faculty development is also crucial to ensure that instructors are adequately prepared to implement transformative pedagogical strategies.

Based on the findings, the learner-centered outcomes for criminology education can be outlined as follows: students should be able to apply criminological theories to real-world problems, demonstrating practical competence in solving criminology-related challenges. They should also be capable of linking criminological theories to real-life situations, using interdisciplinary approaches to enhance their understanding. Furthermore, students should be able to generalize their knowledge across various contexts, adapting theories to diverse cultural, legal, and societal challenges. Students should be prepared for professional practice in criminology, acquiring skills necessary for internships, licensure exams, and ethical decision-making. Finally, students should develop strong communication skills to present criminological knowledge and findings effectively, both in academic and professional settings.

In conclusion, the study lays the foundation for transforming criminology education into a learner-centered, outcome-based model. By emphasizing the integration of theoretical knowledge with practical skills, fostering cultural responsiveness, and addressing systemic challenges, the proposed LCOBE framework aims to better prepare students for professional success and contribute meaningfully to the field of criminology.

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