



THE LIVED REALITIES OF CRIMINOLOGY EDUCATORS: UNVEILING THE TRIUMPHS AND CHALLENGES IN THE TEACHING PROFESSION AS BASIS FOR FACULTY WELL-BEING AND SUPPORT PROGRAM

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<https://doi.org/10.5281/zenodo.19820724>

ABSTRACT

This study aims to uncover the lived realities of criminology educators in the Philippines, focusing on both their triumphs and challenges in the teaching profession. Specifically, it examines how these experiences influence faculty well-being and the need for effective support programs. The research underscores the critical role criminology educators play in shaping the next generation of professionals who will impact crime prevention and justice. Through a descriptive research design, data were collected from 32 criminology faculty members across six campuses of Isabela State University. The study identified a range of challenges, including student-related issues, limited resources, and administrative burdens. Despite these difficulties, the educators reported significant professional satisfaction in witnessing student growth, fostering positive learning environments, and making a lasting impact on students' personal and professional lives. The research found no significant relationship between demographic factors (e.g., age, sex, employment status) and the challenges or triumphs experienced by the educators. The study highlights the need for improvements in resources, faculty mentorship, workload distribution, and mental health support. In conclusion, while criminology educators face numerous challenges, their resilience and dedication remain fundamental in shaping effective teaching practices and fostering student success. The study also recommends further research to explore other variables impacting faculty experiences and well-being.

Keywords: *Criminology educators, faculty well-being, challenges in teaching, teaching triumphs, Philippine higher education.*

INTRODUCTION

The academic discipline of Criminology, particularly within the context of the Philippines, presents its faculty members with a rich, complex, and often contradictory tapestry of lived experiences, encompassing both profound triumphs and significant, systemic challenges, all of which underscore the necessity of the current study.

Understanding the actual, daily experiences of faculty members is essential for improving the educational framework that supports criminology programs. The rationale for undertaking this inquiry is strengthened by the still-developing body of scholarship on teaching and learning in criminology, as well as by broader calls to examine the future direction of criminal justice education more closely. By exploring the factors that shape teaching practices, motivations, and professional difficulties, this study can help inform policy and practice in higher education institutions so that criminology programs may better prepare future professionals for an evolving field (Boots & Kim, 2024; Hutton Burns et al., 2024).

Criminology educators play an indispensable role in shaping future professionals, including criminologists, law enforcement officers, and social workers who contribute to community safety and justice. Through teaching approaches that connect lessons to authentic crime and justice problems, educators help students develop critical thinking, problem-solving abilities, and interdisciplinary understanding. Their work is further enriched through mentorship, networking, and experiential opportunities such as internships, which strengthen students' knowledge and skills development and help prepare them for professional pathways in the field (Kim, 2014; Libradilla et al., 2025).

A central difficulty in criminology teaching lies in managing the ethical and emotional complexity of topics such as crime, punishment, violence, victimization, and offender treatment. These subjects require educators to frame discussions with sensitivity, care, and awareness that some students may have personal experiences related to the material. Another persistent pedagogical challenge is bridging theory and reality, which makes it necessary for faculty members to contextualize abstract criminological concepts in real-world situations so that students can develop a deeper and more nuanced understanding of crime causation and prevention strategies (Dalton, 2010; Kim, 2014).

Furthermore, criminology educators face the continuing task of keeping pace with developments in research, policy, and practice while also working within institutional and systemic constraints. These constraints often include administrative burdens, accreditation demands, curriculum work, and workload pressures that reduce the time available for teaching, mentoring, and professional growth. In higher education, such demands are widely recognized as significant factors shaping academic work, and in criminal justice education they remain part of the broader challenge of sustaining quality

instruction amid changing professional and institutional expectations (Boots & Kim, 2024; Gavin & McGrath-Champ, 2024; Woelert, 2023).

Moreover, limited funding can affect the availability of essential teaching materials, technology, and facilities, ultimately impacting the ability to provide hands-on learning experiences crucial for effective instruction. Our personal experience as an educator deeply resonates with this duality, we find profound professional satisfaction in the ability to inspire students and translate complex criminological concepts into tangible, relevant discussions, often utilizing innovative strategies like case studies and community outreach to achieve successful student engagement. Our daily work also requires challenging pervasive media portrayals while coping with a heavy administrative load that continually eats into the time I want to spend on research and mentoring students. This lived reality confirms that the faculty's experience is a rich tapestry reflecting both personal fulfillment and systemic obstacles, highlighting the need for a truly supportive institutional framework to foster effective teaching practices in this critical field, ultimately emphasizing that understanding these specific lived experiences is not just an academic exercise, but a vital step toward enhancing both faculty well-being and student outcomes in Criminology education across the nation.

Research Questions

The main objective of the study was to unveil the triumphs and challenges in teaching Criminology as experienced by the Criminology educators.

Specifically, this study sought to address the following problems:

1. What is the demographic profile of the criminology educators in terms of:
 - a. Sex
 - b. Age
 - c. Years of Teaching
 - d. Employment status
 - e. Highest Level of Training attended in line with the Pedagogy, and
 - f. Highest Level of Training attended in line with the Criminology
2. What are the challenges experienced by the Criminology educators?
3. Is there a significant relationship between the challenges experienced by Criminology educators and their profile?
4. What are the triumphs experienced by the Criminology educators?
5. Is there a significant relationship between the triumphs experienced by the Criminology educators and their profile?
6. How do the challenges and triumphs in teaching impact teachers' motivation and satisfaction?

METHODOLOGY

Research Design

This study utilized the descriptive research design to systematically observe and report on the current status of criminology educators across various campuses. The primary goal of this design is to provide an accurate and factual representation of the who, what, and how of the faculty's experiences without manipulating any variables or attempting to establish cause and effect relationships. By employing this method, the researcher was able to come up with a detailed scenario of the participants' demographic profiles while identifying and ranking the specific instructional, administrative, and resource-related challenges they encounter. This approach is particularly effective for this study as it allows for the use of quantitative tools, such as frequencies and means, to describe the intensity of faculty burdens and the frequency of pedagogical successes in a clear, organized manner.

Locale of the Study

The study was conducted in the six Isabela State University (ISU) campuses—Echague, Cauayan, Cabagan, Roxas, Jones, and Angadanan offering Bachelor of Science in Criminology program. Choosing the ISU system as the research site is appropriate given its regional prominence and comprehensive criminology offerings, which provide a relevant population for exploring faculty experiences.

The geographic distribution of ISU campuses shapes both the strengths and challenges of criminology education in the province. Decentralizing the program across multiple campuses is a clear triumph for regional access and educational equity: it enables students in outlying areas to pursue subsidized professional training without relocating, and it exposes faculty to a variety of research and teaching contexts in rural crime concerns in Roxas versus urban policing issues in Cauayan. At the same time, dispersal creates operational and professional difficulties. Satellite campuses frequently contend with unequal access to specialized laboratory equipment, current library holdings, and other instructional resources compared with the central campus (ISU-Echague). Faculty travel for system-wide training and accreditation activities in maintaining Level III AACCUP status and licensure performance) adds logistical burdens, cost, and risks of professional isolation, which can hinder cohesion and consistent program quality across sites. These contextual factors—accessibility and diversity on the one hand, and resource parity and cohesion on the other—frame the study's examination of criminology educators' triumphs, challenges, motivation, and professional development.

Selection and Description of Respondents

The study involved 32 criminology professors from the six campuses of Isabela State University: Cauayan (8), Echague (6), Cabagan (5), Roxas (5), Angadanan (5), and Jones (3). While the total faculty population consists of 42 educators, the final sample was limited to 32 due to certain personnel being unavailable because of administrative

responsibilities. Using purposive sampling, the researchers selected a diverse group that includes permanent, part-time instructors, and contract-of-service lecturers. This variety ensures the study captures different perspectives, from the long-term leadership and research focus of permanent staff to the real-world expertise of part-time practitioners and the specialized training provided by contract hires. By involving educators who are actively teaching core subjects and managing student practicums, the study provides a complete picture of the daily challenges faced by the entire criminology department and the triumphs they experienced.

Data Gathering Procedure

Before the conduct of the study, a letter request to conduct the study was sent to the Office of the Dean and informed consent was sought from the teacher participants in this study. After approval was sought and after having received participants' letter of consent, data gathering commenced using a hybrid approach, strategically combining the efficiency of online and face-to-face questionnaires for quantitative breadth (QUAN) with the depth of online and face-to-face interviews for qualitative context (QUALI). The initial quantitative phase utilized a structured online questionnaire distributed via messaging platforms to the entire population of Criminology faculty in the six ISU campuses. This method ensures rapid and consistent collection of numerical data on the professors' perceptions of triumphs and challenges, overcoming the geographical barriers inherent in the multi-site SUC system. Subsequently, the qualitative phase involves the conduct of semi-structured, online and face-to-face interviews with a smaller, purposefully sampled group of professors, ensuring representation from each campus. The researcher traveled to the respective campuses for the interviews, allowing for the establishment of rapport and the collection of rich, contextual narratives that directly explain why the initial quantitative statistical findings occurred.

Statistical Treatment of Data

The following statistics were used for data analysis:

Frequency and Percentage (%) Count. These were used to analyze the profile of the respondents in terms of sex, age, years of teaching, employment status, highest level of training attended in line with the Pedagogy and highest level of training attended in line with the Criminology.

Weighted Mean. This was used to analyze the challenges, triumphs experienced by the Criminology educators and their impact their motivation and satisfaction

Chi-Square. This statistical tool was used to determine whether the challenges and triumphs experienced by the respondents have significant relationship with their profile.

RESULTS AND DISCUSSION

1. What demographic profile of the criminology educators in terms of:

a. Sex

Table 1
Frequency and Percentage Distribution of Respondent In terms of Sex

Sex	Frequency	Percent
Female	18	56.3
Male	14	43.8
Total	32	100.0

The sex profile of the faculty shows that more than half or 56.3% of the respondents are female or 56.3% and 43.8% are male. This contradicts the common observation that in many schools, there are more male criminology educators than female.

b. Age

Table 2
Frequency and Percentage Distribution of Respondent According to Age

Age	Frequency	Percent
Below 25	2	6.3
25-30	11	34.3
31-35	8	25
36-40	4	12.5
41-45	5	15.6
46 and above	2	6.3
Total	32	100.0

The age distribution of the respondents shows that most belong to the 25–30 age group, with 11 respondents or 34.3%. This is followed by those in the 31–35 age bracket with 8 respondents or 25%. The 41–45 age group accounts for 5 respondents while the 36–40 group comprises 12.5%.

The results highlight that most respondents are in their early adulthood. Criminology teachers in their early adulthood are typically dynamic, growth oriented and adaptable.

c. Years of Teaching

Table 3
Frequency and Percentage Distribution of Respondents According to Years of Teaching

Years of Teaching	Frequency	Percent
1-5	16	50
6-10	6	18.8
11-15	4	12.5
16-20	5	15.6
21-above	1	3.1
Total	32	100.0

The distribution of respondents based on years of teaching is presented in Table 1-C. The data shows that half of the respondents have 1–5 years of teaching experience. This is followed by those with 6–10 years of experience, with 6 respondents, or 18.8%. The other 31% have been in the teaching profession for more than 10 years.

The results indicate that majority of the respondents are relatively new in the teaching profession while a smaller portion are more experienced educators

d. Employment Status

Table 4
Frequency and Percentage Distribution of Respondents According to Employment Status

Employment Status	Frequency	Percent
Full time	19	59.4
Part-time	1	3.1
Contract of Service (COS)	12	37.5
Total	32	100.0

The employment distribution of respondents shows that majority or 59.4% are full-time faculty, and a big number are under Contract Of Service (COS) who are typically hired to handle additional teaching loads when enrollment increases or when new class sections are opened. Only one teacher holds a part time status who is usually engaged to handle professional subjects like Law, Forensic Chemistry and other specialized subjects.

e. Highest Level of Training Attended in line with the Pedagogy

Table 5
Frequency and Percentage Distribution of Respondent According to Highest Level of Training Attended in Line with the Pedagogy

Level of Training Attended in line with the Pedagogy	Frequency	Percent
International	1	3.1
National	16	50.0
Regional	2	6.3
Local	13	40.6
Total	32	100.0

Table 5 shows the frequency and percentage distribution of respondent according to the highest level of training they have attended in line with the pedagogy.

The findings reveals that 50.0% of the respondents have attended national level training in line with the pedagogy and 40.6% on the local level. Two have gone to regional training and one at the international level.

This shows that all the criminology teacher respondents have trainings on pedagogy. All trainings of whatever level in line with the pedagogy are equally important. Attendance to seminars and training manifest a strong commitment of educators through involvement on institutionally-supported workshops to improve their teaching techniques.

f. Highest Level of Training Attended in line with Criminology

Table 6
Frequency and Percentage Distribution of Respondent According to Highest Level of Training Attended in line with Criminology

Level of Training Attended in line with Criminology	Frequency	Percent
International	1	3.1
National	19	59.4
Regional	3	9.4
Local	9	28.1
Total	32	100.0

Table 6 shows the frequency and percentage distribution of respondents according to the highest level of training attended in line with Criminology.

The findings reveal that 59.4% of the respondents have attended national-level training, followed by local training with 28.1%, regional training with 9.4%, and the least is on international training with 3.1%.

The results indicate that all criminology educators attended training in line with Criminalistics. This manifests that faculty members place greater emphasis on strengthening their subject-matter expertise in criminology.

2. What are the Challenges Experienced by Criminology Educators?

Table 7
Mean Distribution on the Responses on the Challenges Faced by Criminology Faculty on Students

A. Challenges on Students	MEAN	DESCRIPTION
1. Addressing diverse students' need (varying learning styles, abilities, and cultural backgrounds)	2.94	Often
2. Students' lack of confidence to speak/participate in class	2.84	Often
3. Students' low motivation in learning	2.47	Sometimes
4. Students' lack of interest in learning/passive learners	2.41	Sometimes
5. Students inactively listen to classroom discussion	2.28	Sometimes
6. Students' low concentration in the classroom	2.16	Sometimes
7. Students' difficulty in grasping knowledge	2.56	Often
8. Students' weak foundation skills in comprehending the text/lesson	2.53	Often
9. Low student proficiency	2.56	Often
10. Large number of students per class	2.91	Often
11. Declining learning outcomes.	2.19	Sometimes
Overall Mean	2.53	Often

Table 7 reflects the mean distribution of respondents' challenges on students. The overall mean of 2.53 shows that the criminology educators often experience challenges on their students. Specifically, "Addressing diverse students' need (varying learning styles, abilities, and cultural backgrounds)", "Large number of students per class"; and "Students' lack of confidence to speak/participate in class", are among the challenges the educators often experience.

On the other hand, "Students' low motivation in learning and lack of interest", and are among the challenges the educators sometimes meet.

In general, criminology faculty members are significantly challenged in mastering and applying appropriate teaching techniques and methods to effectively deliver lessons, particularly because students differ in their levels of understanding, knowledge comprehension, and foundational skills in studying criminology. These variations in students' academic preparedness require educators to constantly adjust their instructional approaches. Despite these challenges, criminology educators demonstrate

resilience and adaptability, enabling them to support students in coping with academic demands and ultimately helping them understand and engage with the lessons effectively.

This finding is supported by the study of Ricaforte et al. (2025) who emphasized that students possess different learning styles and abilities; therefore, teachers must adapt instructional approaches to improve engagement and academic performance.

Table 8
Mean Distribution on the Responses on the Teacher Challenges Faced by Criminology Faculty

B. Challenges on Teachers	MEAN	DESCRIPTION
1. Shortage of teacher training	2.13	Sometimes
2. Shortage of training experienced by teachers	2.13	Sometimes
3. Low hours of contact time for students	1.72	Sometimes
4. The time provided is not enough to apply teaching ideas in the classroom	1.75	Never
5. Difficult to maintain a positive and productive learning environment	1.94	Never
6. Burnout and stress among teachers	2.56	Often
7. Staying up-to-date and keeping up with the latest educational technologies and teaching methods	2.44	Sometimes
8. Teacher competency issues; inadequate training and professional development.	1.88	Sometimes
9. Facing heavy workload	2.34	Sometimes
10. Providing individualized support and assistance to struggling students	2.47	Sometimes
Overall Mean	2.13	Sometimes

Table 8 presents the teacher challenges faced by Criminology Faculty. The overall mean of 2.13 indicates that the teacher challenges faced by the educators are sometimes experienced. The findings show that burnout and stress among teachers is often a concern among the educators. These mainly come from handling different types of students and managing many office tasks, especially for those who also have administrative roles. Balancing teaching and administrative duties increase pressure and can cause emotional and physical tiredness. On the contrary, the insufficient time provided to apply teaching ideas in the classroom and difficulty to maintain a positive and productive learning environment are never a challenge to them.

Other challenges are sometimes experienced. These include having limited time to cover many topics in class, interruptions from school activities, and few chances to attend professional training because of high costs and budget limits. The new criminology curriculum also adds more work, making things harder. Furthermore, staying up-to-date and keeping up with the latest educational technologies and teaching methods,

inadequate training and professional development, facing heavy workload and providing individualized support and assistance to struggling students are sometimes a challenge to the educators.

Despite these difficulties, criminology faculty show resilience and adaptability. They are able to handle these challenges effectively and continue doing their teaching and professional responsibilities well.

Pakdee, et.al. (2025), found that burnout is highly prevalent among university teachers and is closely linked to work conditions such as workload and well-being. The research showed that emotional exhaustion the core component of burnout was significantly associated with workload and long working hours. Teachers who worked longer hours and had heavier job demands were more likely to experience emotional exhaustion.

Table 9
Mean Distribution on the Responses on the Challenges Faced by Criminology Faculty on Resources

C. Challenges on Resources	MEAN	DESCRIPTION
1. Insufficient resources	2.63	Often
2. Unconducive learning facilities	3.06	Often
3. Lack of laboratory equipment	2.66	Often
4. Lack of reference materials for teachers	2.28	Sometimes
5. Lack of reference materials for students	2.25	Sometimes
Overall Mean	2.58	Often

Table 9 presents the challenges faced by Criminology Faculty on Resources. The results show that the overall mean is 2.58 described as Often, indicating that resource-related challenges are frequently experienced by criminology faculty. Insufficient resources, unconducive learning facilities and lack of laboratory equipment are Often a challenge to criminology educators. On the other hand, lack of reference materials for teachers and lack of reference materials for students are Sometimes a challenges to the educators.

Overall, criminology teachers often face problems because of insufficient resources. This includes small or unsuitable classrooms, outdated equipment, and not enough reference materials. These problems are mainly caused by limited funding. These challenges make it harder for teachers to teach effectively and help students learn. Despite this, educators stay committed and work hard to keep up with changes in the criminology field, doing their best to provide good teaching and support to their students.

Nkrumah (2023) found that the state of academic facilities has a strong positive influence on teachers' commitment. The study showed that when classrooms, libraries, laboratories, and ICT centers are in good condition, teachers demonstrated higher levels

of commitment to their work. Conversely, poor or inadequate academic facilities were found to lower teacher commitment and negatively affect teaching effectiveness.

Table 10
Mean Distribution on the Responses on the Challenges Faced by Criminology Faculty on Administration

D. Challenges on Administration	MEAN	DESCRIPTION
1. Spending a lot of time on administrative tasks that distracts teaching time and planning.	2.31	Sometimes
2. Meeting specific targets of complying with certain policies that impacts creativity and autonomy.	2.47	Sometimes
3. Pressure from administrators	2.13	Sometimes
4. Lack of administrative support	2.03	Sometimes
5. Difficult to communicate with administration	1.94	Sometimes
6. Passive attitude of administrator	2.09	Sometimes
7. Administrator plays favoritism	2.03	Sometimes
Overall Mean	2.14	Sometimes

Table 10 presents the mean distribution on the responses on the challenges faced by criminology faculty on administration. The results show that administrative challenges are sometimes experienced by criminology educators. Among these are spending a lot of time on administrative tasks that distracts teaching time and planning, meeting specific targets of complying with certain policies that impacts creativity and autonomy, pressure from administrators, lack of administrative support, difficult to communicate with administration, passive attitude of administrator and favoritism.

Communication can be a challenge because administrators can give direct orders, but teachers often have to make formal requests to be heard. Favoritism can make this worse, as administrators may favor certain teachers. Tight deadlines and overlapping tasks, like teaching, preparing lessons, and grading, force teachers to spend more time on paperwork than on teaching. This can lower morale and affect the quality of work, as rushed submissions often lack the careful thought needed to meet the school's goals.

While administrators focus on the big picture, like compliance and documentation, individual faculty members are left to handle the details with limited time.

Zhu and Zhai (2025), found that administrative pressure often stems from non-instructional requirements, such as compliance, paperwork, evaluations, and other bureaucratic tasks imposed by administrators. These responsibilities interfere with core teaching duties, leaving teachers with less time for lesson planning, meaningful interaction with students, and professional development.

Table 11
Mean Distribution of the Responses on the Challenges on Curriculum

E. Challenges on Curriculum	MEAN	DESCRIPTION
1. Curriculum alignment problems: Disconnect between what teachers are teaching and what students are learning.	2.22	Sometimes
2. Keeping the curriculum relevant and up-to-date.	2.53	Often
3. Difficulty understanding and implementing complex curricula and adopting new strategies and methodologies.	2.09	Sometimes
4. The need to differentiate instruction to cater to diverse students' needs and learning styles.	2.13	Sometimes
5. Time management: Balancing the need to cover the curriculum to address students' needs and course requirements.	2.38	Sometimes
6. Crowded curriculum	1.97	Sometimes
Overall Mean	2.22	Sometimes

Table 11 reflects the mean distribution of the responses on the challenges on curriculum with an overall mean of 2.22 or “Sometimes.” This indicates that criminology faculty members sometimes experience challenges related to the curriculum.

Among the indicators, “keeping the curriculum relevant and up-to-date” obtained the highest mean of 2.53 which is interpreted as “Often.” This means that faculty members often find it challenging to keep the curriculum updated and relevant. This is followed by item on “time management: balancing the need to cover the curriculum to address students' needs and course requirements,” which has a mean of 2.38 or “Sometimes.”

Meanwhile, o. 1 “curriculum alignment problems such as disconnect between what teachers are teaching and what students are learning” obtained a mean of 2.22 or “Sometimes.” “The need to differentiate instruction to cater to diverse students' needs and learning styles” got a mean of 2.13 or “Sometimes.” In addition, “difficulty understanding and implementing complex curricula and adopting new strategies and methodologies” obtained a mean of 2.09 or “Sometimes.”

The findings show that the main challenge of criminology educators is keeping the curriculum updated and relevant. Although the curriculum is not too difficult to understand, teachers often deal with too many topics because new laws are added while older crime theories are still included. This makes the curriculum crowded and affects time management in teaching. As a result, teachers sometimes find it hard to balance finishing the lessons and meeting the learning needs of students. They also have limited time to adjust their teaching strategies for different learners. Despite these challenges, criminology faculty members remain committed to helping their students by using their knowledge and professional experience to explain lessons clearly and effectively.

Thompson et al. (2023), explains that teachers' time use is complex and intense, and that teachers often experience workload pressures because they are required to manage many teaching tasks including curriculum implementation within limited time. The research shows that understanding workload is not only about hours spent, but also the intensity of tasks and the quality of work required. This supports the topic that when curricula become crowded with topics or expectations, teachers struggle to balance covering content with effective instruction and meeting diverse student needs.

Table 12
Mean Distribution of the Responses on the Challenges on Communication

F. Challenges on Communication	MEAN	DESCRIPTION
1. Communication with parents and guardians is challenging and engaging, requiring strong communication skills and the ability to build positive relationships.	2.31	Sometimes
2. Communication with students is challenging due to factors like language barriers, cultural differences, varying communication styles, and information overload.	2.06	Sometimes
3. Communicating with administrators can be challenging due to hierarchy, potential misunderstanding, and different communication styles.	2.22	Sometimes
Overall Mean	2.20	Sometimes

Table 12 presents the mean distribution of the responses on the challenges faced by Criminology faculty on communication. The overall mean of 2.20 indicates that communication-related challenges are sometimes experienced by criminology faculty. Among the communication challenges experienced by the teachers include communication with parents and guardians requiring strong communication skills and the ability to build positive relationships. Communication with students is likewise sometimes challenging due to factors like language barriers, cultural differences, varying communication styles, and information overload. In addition, communicating with administrators can be challenging due to hierarchy, potential misunderstanding, and different communication styles.

As a whole, Criminology faculty sometimes experience challenges in communication with parents, administrators, and students because of limited time for meetings, differences in communication styles, and language or cultural barriers. Despite these difficulties, teachers remain committed to their work. They continue to communicate clearly, explain lessons in simple ways, and help students understand the topics in criminology.

A study by Mutangira et al. (2024) emphasized that communication between teachers and parents may be affected by several factors such as inflexible schedules,

limited communication skills, and differences in language or cultural background. The study concluded that effective communication requires cooperation among teachers, administrators, and parents to support student learning.

Table 13
Summary of the Challenges Experienced by Criminology Faculty

Challenges	OVERALL MEAN	DESCRIPTION
A. Challenges on Students	2.53	Often
B. Challenges on Teachers	2.13	Sometimes
C. Challenges on Resources	2.58	Often
D. Challenges on Administration	2.14	Sometimes
E. Challenges on Curriculum	2.22	Sometimes
F. Challenges on Communication	2.20	Sometimes

Table 13 presents the summary of the challenges experienced by criminology faculty. The data reveals that challenges on resources and challenges on students are “Often” experienced by them. The challenges on curriculum, communication, and administration are “Sometimes” challenging to the criminology teachers.

The challenge on resource challenges signifies a critical need for improved conducive learning facilities and addressing the lack of essential equipment, issues that fundamentally hinder the applied nature of Criminology education. Simultaneously, the frequent struggles with students center on addressing diverse needs and managing large classes with students exhibiting weak foundation skills, demanding significant emotional and pedagogical labor from educators.

These findings align with the study of Angana and Abellana (2024), who found that insufficient resources, inadequate physical facilities, and limited teaching materials negatively affect teaching quality and increase teacher workload, ultimately leading to stress and decreased teacher well-being.

In essence, Criminology educators must Often contend with inadequate physical support and unprepared students, while sometimes they must navigate demands and workload issues that lead to professional exhaustion.

3. Is there a significant relationship between the challenges experiences by Criminology educators and their profile?

Table 14
Results of the Test of Significant Relationship Between the Challenges Experienced by Criminology Educators and Their Profile

Profile	Significance χ^2	Decision	Remarks
Sex	.416	Accept Ho	Not Significant

Age	.162	Accept Ho	Not Significant
Years of Teaching	.217	Accept Ho	Not Significant
Employment Status	.360	Accept Ho	Not Significant
Highest Level of Training Attended in line with the Pedagogy	.349	Accept Ho	Not Significant
Highest Level of Training Attended in line with Criminology	.370	Accept Ho	Not Significant

Table 14 reveals the result of the test of significant relationship between the challenges experienced by the Criminology educators and their profile using Chi-square X^2 test at .05 level of significance.

As shown in the table for all the profile variables, the significance X^2 -values are greater than .05 which resulted to the acceptance of the null hypothesis. This means that there is no significant relationship between the challenges experienced by Criminology educators and their sex, age, years of teaching, employment status, highest level of training attended in line with pedagogy and highest level of training attended in line with criminology.

Result indicates that the challenges encountered by the criminology educators are similar regardless of their personal or professional characteristics. In other words, whether the educator is male or female, young or old, new or experienced in teaching, permanently employed or not, and regardless of the level of training they have attended in pedagogy or criminology.

4. What are the triumphs experienced by Criminology educators?

Table 15
Triumphs Experienced by Criminology Educators in Teaching

Triumphs in Teaching	MEAN	DESCRIPTION
1. Seeing students learn, grow, achieve, and succeed.	3.75	Always
2. Building relationships with students, creating a positive and supportive learning environment.	3.63	Always
3. Allowing teachers to develop students' skills and knowledge for their personal growth.	3.66	Always
4. Ability to demonstrate remarkable resilience in the face of challenges.	3.50	Always
5. Finding support from colleagues, mentors, and administrators who can help overcome challenges and thrive.	3.41	Always

6. Engaging in reflective teaching practices such as analyzing one's teaching and seeking feedback leads to improved teaching effectiveness.	3.28	Always
7. Inspiring curiosity among students	3.41	Always
8. Empowering students with the knowledge, skills, and critical thinking abilities	3.72	Always
9. Promoting self-confidence among students through positive, celebrating achievement and belief in their abilities	3.78	Always
10. Fostering independence among students by encouraging them to take ownership of their learning and make choices	3.63	Always
11. Making a lasting impact on students' personal and professional lives	3.69	Always
12. Providing support and encouragement as student navigate challenges and achieve their goals	3.75	Always
13. Leaving a positive legacy by inspiring students to be lifelong learners	3.78	Always
14. Increased sense of belonging	3.78	Always
15. Establishing new peer relationships	3.66	Always
16. Feeling a sense of satisfaction and joy when witnessing students' progress and understanding.	3.84	Always
17. Enjoys exploring and sharing knowledge about the subject being taught.	3.81	Always
18. Motivating and inspiring students to develop a love for learning and critical thinking.	3.84	Always
19. Creating a supportive and collaborative atmosphere where students feel comfortable.	3.69	Always
20. Gains personal satisfaction from the act of teaching itself, rather than external rewards.	3.75	Always
21. Receiving rewards and awards for good teaching performance.	2.84	Often
22. Receiving praise and recognition from peers, administrators, students, and parents.	3.00	Often
23. Being supported by administration and colleagues in my teaching efforts.	3.06	Often
24. Experiencing a collaborative culture that encourages sharing and teamwork.	3.28	Always
25. Receiving acknowledgment for my hard work and contributions from peers and administration.	2.94	Often
26. Having opportunities to workshops, seminars, and training that enhance teaching skills.	3.16	Often
27. Having meaningful connections with students that lead to positive classroom dynamics.	3.59	Always

28. Taking pride in students' academic progress and personal development.	3.63	Always
29. Teaching methods resonate with students and enhance learning.	3.50	Always
30. Receiving guidance and support during challenging situations.	3.31	Always
Overall Mean	3.52	Always

Table 15 presents the triumphs of Criminology Educators in teaching. The results show that the overall mean is 3.52 indicates that criminology educators consistently experience triumphs and positive outcomes in their teaching profession. Seeing students learn, grow, achieve, and succeed, building relationships with students, creating a positive and supportive learning environment, are considered by the educators as triumphs. Similarly, allowing them to develop students' skills and knowledge for their personal growth and the ability to demonstrate remarkable resilience in the face of challenges are, for them, a triumph In addition, finding support from colleagues, mentors, and administrators help them overcome challenges and thrive. Engaging in reflective teaching practices such as analyzing one's teaching and seeking feedback leads to improved teaching effectiveness. Inspiring curiosity among students, empowering students with the knowledge, skills, and critical thinking abilities are also considered as triumphs. Moreover, promoting self-confidence among students through positive, celebrating achievement and belief in their abilities and fostering independence among students by encouraging them to take ownership of their learning and make choices are triumphs for the educators.

Furthermore, making a lasting impact on students' personal and professional lives, providing support and encouragement as student navigate challenges and achieve their goals, leaving a positive legacy by inspiring students to be lifelong learners, increased sense of belonging, establishing new peer relationships are other triumphs experienced by the educators. In addition, the educators feel a sense of satisfaction and joy when witnessing their students' progress and understanding and enjoy exploring and sharing knowledge about the subject being taught. Similarly, motivating and inspiring students to develop a love for learning and critical thinking, creating a supportive and collaborative atmosphere where students feel comfortable add to their joy and fulfillment in teaching.

Sometimes, receiving rewards and awards for good teaching performance receiving praise and recognition from peers, administrators, students, and parents, being supported by administration and colleagues in their teaching efforts inspire and motivate the educators to perform better. Having opportunities to workshops, seminars, and training that enhance teaching skills, having meaningful connections with students that lead to positive classroom dynamics add to the educators' fulfillment in teaching.

The findings show that the true triumphs of Criminology educators are found in the meaningful and lasting impact they make on their students. While recognition and support from others occur often, it is the daily experience of guiding, inspiring, and witnessing

student growth that remains the strongest and most constant source of motivation for faculty members.

Shahzadi et al. (2025) indicate that teachers' passion for teaching creates a positive learning environment where students become more engaged and motivated to learn. This enthusiasm not only enhances students' learning experiences but also contributes to teachers' own sense of fulfillment and satisfaction in their profession.

5. Is there a significant relationship between the triumphs experienced by Criminology Educators and their profile?

Table 16
Result of the test of Significant Relationship Between the Triumphs Experienced by Criminology Educators and Their Profile

Profile	Significance X ²	Decision	Remarks
Sex	.370	Accept Ho	Not Significant
Age	.122	Accept Ho	Not Significant
Years of Teaching	.300	Accept Ho	Not Significant
Employment Status	.318	Accept Ho	Not Significant
Highest Level of Training Attended in line with the Pedagogy	.239	Accept Ho	Not Significant
Highest Level of Training Attended in line with Criminology	.293	Accept Ho	Not Significant

Table 16 reveals the result of the test of significant relationship between the triumphs experienced by Criminology educators and their profile using Chi-square X² test at .05 level of significance.

As shown in the table for all the profile, the significance X² -values are greater than .05 which resulted to the acceptance of the null hypothesis. Hence, there is no significant relationship between the triumphs experienced by Criminology educators and their profile sex, age, years of teaching, employment status, highest level of training attended in line with pedagogy and highest level of training attended in line with criminology.

This implies that all criminology educators, regardless of whether they are male or female, young or old, new or experienced in teaching, permanent or non-permanent employees, and regardless of the level of training they attended, tend to experience similar levels of triumph in their teaching profession. The sense of achievement and fulfillment they feel, such as seeing students succeed, guiding students' development, and making a positive impact on learners are common experiences shared by educators regardless of their background.

6. How do the challenges and triumphs in teaching impact teachers' motivation and satisfaction?

Table 17
The Impact of the Teaching Challenges on Teachers' Motivation and Satisfaction

Items	MEAN	DESCRIPTION
1. I feel emotionally exhausted.	2.44	Agree
2. I am detached from my work .	1.75	Disagree
3. My sense of accomplishment is diminished.	1.91	Disagree
4. The enjoyment I derive from teaching has declined.	1.78	Disagree
5. My belief in my ability to effectively manage my class has eroded.	1.75	Disagree
6. My self-efficacy has declined.	1.78	Disagree
7. I am extremely stressed and anxious, which impacted my well-being.	1.91	Disagree
8. My students' learning outcome is affected.	1.84	Disagree
9. I have the feeling of isolation and frustration	1.91	Disagree
10. I become less effective and less engaged in my teaching.	1.66	Strongly Disagree
11. I feel less fulfilled and more likely to seek employment elsewhere.	1.66	Strongly Disagree
12. Collaboration with colleagues is less likely.	1.63	Strongly Disagree
13. I am discouraged to embrace new teaching strategies and other educational innovations.	1.63	Strongly Disagree
14. I am less motivated to teach.	1.66	Strongly Disagree
15. I am more challenged to give my best.	2.66	Agree
Overall Mean	1.86	Disagree

The overall mean results show that the educators strongly disagree to the negative impact of the challenges they experienced on their motivation and satisfaction. They however, agree that the emotional exhaustion brought about by the challenges they encounter affect their motivation and satisfaction. Nevertheless, the challenges they experienced makes them perform better in their work.

The faculty are not defeated by struggles and challenges they encounter. Instead, these difficulties motivate them more to improve themselves. They reflect on their experiences to see what they can do better in their teaching and personal growth. Rather than giving up, they use the pressure as inspiration to continue guiding and supporting both their students and fellow teachers. They stay focused on their goal of providing quality education even when things are difficult.

Even though they sometimes feel tired because of their daily responsibilities, they remain committed to doing their best. They work hard to complete their tasks and meet

all professional duties while making sure that the needs of their students are properly addressed. This shows that helping students succeed is more important to them than the exhaustion they feel from their demanding work.

According to Lacaba et al. (2020), teaching is an emotionally demanding profession that requires resilience for teachers to remain effective and dedicated to their work. Teachers who demonstrate resilience are able to continue performing their duties, reflect on their experiences, and improve their teaching practices despite facing professional pressures.

Table 18
Impact of Teachers' Triumphs on Their Motivation and Satisfaction

Items	MEAN	DESCRIPTION
1. I am more motivated in my teaching.	3.56	Very Much
2. I have become more determined and strong in performing my role as a teacher.	3.50	Very Much
3. I become more understanding of my students, administrator, parents and colleagues.	3.34	Very Much
4. I have become more appreciative of the important role I play as a teachers.	3.63	Very Much
5. It made me decide to stay as a teacher.	3.56	Very Much
6. I am more confident with myself.	3.28	Very Much
7. I feel autonomous in my teaching.	3.28	Very Much
8. I am valued and respected by school leadership.	3.25	Very Much
9. I have become more engaged in collaborative decision-making processes regarding school policies and practices.	3.28	Very Much
10. It gave me a sense of purpose and fulfillment in contributing to students' lives and the community.	3.56	Very Much
11. I have an increased sense of belonging.	3.38	Very Much
12. I enjoys exploring and sharing knowledge about the subject being taught	3.66	Very Much
13. I have gained personal satisfaction from the act of teaching itself, rather than external rewards.	3.66	Very Much
14. I became a better teacher.	3.47	Very Much
15. Student learning outcomes have improved.	3.50	Very Much
Overall Mean	3.46	Very Much

The results show that the triumphs the criminology educators experienced in teaching positively impact their motivation and satisfaction. The triumphs they experienced makes them more motivated in their teaching and have become more determined and stronger in performing their role as a teacher. The joy they experience in teaching made them become more understanding of their students, administrator, parents and colleagues, they have become more appreciative of the important role they play as

a teacher and made them decide to stay as a teacher. The appreciation and support they get from stakeholders made them more confident with themselves and made them feel autonomous in their teaching. Because they are valued and respected by school leadership, they have become more engaged in collaborative decision-making processes regarding school policies and practices and gave them a sense of purpose and fulfillment in contributing to students' lives and the community.

The data further reveals that the successes they experience help them grow and improve. Because of their strong commitment, they continue to help the school and administration succeed. Their dedication creates a positive environment where both teachers and students can grow and achieve excellence together.

According to Vangrieken et al. (2015), collaboration among teachers plays a significant role in improving teaching practices and strengthening professional growth. When teachers work together, share experiences, and reflect on classroom practices, they become more innovative and effective in their teaching.

Conclusions

Teaching is one of the professions where the highs can be deeply rewarding but the challenges can be exhausting yet fulfilling and motivating. Both challenges and triumphs experienced by the Criminology educators shape their motivation and job satisfaction. The triumphs the Criminology educators experienced boost their motivation. Seeing their students succeed and grow reinforces their purpose as teachers and validate their efforts.

Moreover, while the faculty have encountered challenges in teaching, they have demonstrated high levels of resilience and dedication and manifested renewed commitment.

Recommendations

To address the complexities of the challenges in the teaching, the following are recommended:

1. To address the challenges on resources particularly on facilities, the institutions must prioritize the modernization of physical infrastructure, specifically targeting specialized laboratory equipment to support the new curriculum.
2. The administration should establish mentorship and peer-collaboration programs that pair experienced educators with new faculty to share effective teaching practices.
3. The administration should implement a structured workload system that clearly defines teaching, administrative, and research duties, while providing mental health support to prevent burnout and promote faculty well-being.
4. The administration should organize regular faculty forums and feedback channels to encourage open dialogue and participation in decision-making.

5. To validate the findings in this study, future researchers may conduct further study or explore other variables that may influence the challenges and successes of criminology educators.

Compliance with Ethical Standards

This study was conducted in accordance with the fundamental principles of research ethics. Prior to the conduct of the study, permission to undertake the research was secured from the appropriate academic authority through a formal letter request addressed to the Office of the Dean. Informed consent was obtained from all teacher-participants before data gathering commenced. Participation in the study was entirely voluntary, and respondents were given the freedom to decline or withdraw from the study at any point without penalty. The researchers ensured that the rights, dignity, and welfare of the participants were fully protected throughout the research process. Confidentiality and anonymity were strictly observed by treating all information and responses with utmost privacy and using the data solely for academic and research purposes. No form of coercion, deception, or undue influence was employed in the conduct of the study. Furthermore, the results were presented honestly, objectively, and responsibly to preserve the integrity of the research and to uphold ethical standards in educational inquiry.

Acknowledgements

First and foremost, the researcher offers her sincerest praise and gratitude to God Almighty for His countless blessings, wisdom, and strength throughout the entire research process. Without His guidance, the successful completion of this study would not have been possible.

The researcher would like to express immeasurable appreciation and deepest gratitude to the following individuals whose support, guidance, and assistance made this research possible.

To Madame Maricel A. Pascua-Ramos, OIC Dean of the Graduate School, for her unwavering encouragement, inspiration, and support that motivated the researcher to successfully complete this study.

To Dr. Diosdado T. Patubo, the research adviser, for his invaluable knowledge, patience, guidance, and constructive suggestions that greatly contributed to the development and completion of this research.

To Dr. Mario Q. Sevilla, the statistician, for his expertise, guidance, and assistance in the statistical treatment and analysis of the data used in this study.

To the members of the panel, for their valuable insights, constructive criticisms, and helpful recommendations that significantly improved the quality of this research.

To the respondents of this study, for their time, cooperation, and willingness to participate, which made the data collection possible.

To her family, for their unconditional love, financial support, encouragement, and inspiration that served as the driving force in completing this academic endeavor.

To her friends and colleagues, for their encouragement, understanding, and moral support throughout the research journey.

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APA Citation:

Baligad, P. F., & Patubo, D. T. (2026). THE LIVED REALITIES OF CRIMINOLOGY EDUCATORS: UNVEILING THE TRIUMPHS AND CHALLENGES IN THE TEACHING PROFESSION AS BASIS FOR FACULTY WELL-BEING AND SUPPORT PROGRAM. *Ignatian International Journal for Multidisciplinary Research*, 4(4), 1487–1511. <https://doi.org/10.5281/zenodo.19820724>

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