



Received: 03-06-2025
Accepted: 13-07-2025

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Classroom to Career: Wesleyan University-Philippines Criminology Graduates Transition to Criminology Educators

¹ Ramiterre Ivan A, ² Facun Romnick P, ³ Singh Mark Veejay P, ⁴ Lecodine Jay-ar V

^{1, 2, 3} College of Criminal Justice Education, Wesleyan University, Philippines

⁴ Faculty, Wesleyan University, Philippines

DOI: <https://doi.org/10.62225/2583049X.2025.5.4.4661>

Corresponding Author: **Ramiterre Ivan A**

Abstract

This research dives into the experiences of criminology graduates from Wesleyan University-Philippines who are now educators. Using a qualitative phenomenological approach, it looks at the challenges they face and how they grow through this career shift. Key takeaways include the significance of strong teaching skills, a commitment to lifelong learning, effective communication, and needing patience and empathy. For many participants, passing the board exam was a big milestone, reflecting their dedication through hard work and collaboration with colleague. They showed remarkable determination in tackling challenges, including setbacks caused by the pandemic, all while staying focused on their goals. This study looks at how personal responsibilities and career growth can be balanced. Some participants jumped straight into teaching right after

graduation, while others made the switch later in life due to different circumstances. This really emphasizes just how adaptable we need to be! It's clear that many of them faced emotional challenges with uncertainty and pressure from society, but they showed incredible resilience as they navigated their career changes. Their journey into teaching wasn't always straight; it often involved commitment, seizing opportunities, and being open to change. A lot of them had different career dreams at first before they found themselves in teaching roles. The takeaway here is that when you're switching careers, it's essential to keep learning, stay flexible, and don't lose hope. The study also suggests that criminology students can sharpen their speaking and writing skills through activities like case studies, leadership seminars, and practicing presentations.

Keywords: Career Transition, Criminology Educators, Lifelong Learning, Professional Growth, Teaching Challenges

Introduction

Every graduate must go through a transition from their academic life to their professional career. Curiosity serves as a motivating factor behind the transition, influencing how graduates acquire knowledge, adapt to teaching roles, and develop effective teaching strategies. The study of criminology encompasses the systematic learning of crime, criminals, criminal law, criminal justice, and criminalization (Wilson, 2015) ^[54]. According to the Commission on Higher Education (CHED) Memorandum Order No. 21, Series of 2005, the criminal justice education (CJE) in the country shall include degree programs in criminology, law enforcement administration, correction administration, industrial security administration, and forensic science. In the Republic Act No. 11131 (Section 5) In line with the practice of teaching profession such as those performed by a professor, instructor or teacher in any university, college or school duly recognized by the government of any of the following professional and component subjects of the criminology program: (1) Criminal Jurisprudence and Procedure; (2) Criminalistics; (3) Law Enforcement Administration; (4) Crime Detection and Investigation; (5) Correctional Administration; and (6) Criminal Sociology and Ethics, and other technical and specialized subjects in the criminology curriculum provided by the CHED. Therefore, criminology graduates are expected to enter law enforcement agencies. However, in the study of McMahon, J. (2022) ^[34] many graduates pursue other careers for reasons that are not fully understood.

One trajectory of criminology graduates is teaching profession. According to the study of Cosmiano *et al.* (2023) ^[11], there are small portion of graduates of Bachelor of Science in Criminology graduates that enter in teaching profession. Having insight of personal experiences of criminology graduates that are working as criminology educators could aid the and understand their personal experiences and perspective in identifying their challenges and could bring clarifications in lived experiences of criminology educators. This could guide and help them reflect on their own experiences that could foster growth and resilience

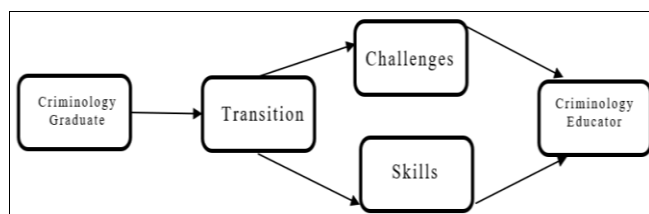
in their past experience to navigate future.

This research sought to explore the experiences of Wesleyan University-Philippines criminology graduates encompassing their personal experiences in navigating their academic lives to professional lives. The transition as criminology student to criminology educator could help and have insight in criminology graduates that entered teaching profession. Navigating the challenges encountered during transition that led them to create meaningful lives, and essential skills acquired or enhanced that help them in their current profession.

Conceptual Framework

Graduate students in criminology go through a transitional period as they become educators after completing their college courses. They face difficulties and opportunities to improve their skills at this time. By effectively managing these encounters, they are able to position themselves as educators of criminology. This procedure emphasizes how crucial it is to overcome challenges and use recently learned abilities in order to have a prosperous teaching career.

Conceptual Paradigm of the Study



Research Objectives

The transition from being a criminology graduate to becoming a criminology educator involves a unique blend of personal, professional, and academic growth. This study sought to explore the experiences of Wesleyan University-Philippines Criminology graduates who have transitioned to careers as educators. Specifically, it aimed to address the following:

1. What is the demographic profile among respondents in terms of age, years in teaching, year graduated from WUP, graduated with academic distinction/latin honors, and teaching institution.
2. How do criminology educators describe their journey from being graduates to teaching in the field?
3. What skills did they acquire or enhance that have been instrumental in their current roles as educators?
4. What challenges did they encounter during this transition?

Methodology

This study sought to examine the transition journey of Wesleyan University-Philippines criminology graduates who went in teaching field. As a qualitative study, the target participants were selected through purposive sampling through administering 8 interviews with criminology graduates working as criminology educators. Participants interviewed following a phenomenological question, and thematic analysis used to code and ascertain the recurrent features that relate to factors influencing career decision making, challenges faced during a transition and applying criminology education in criminology teaching.

By using actual research data, the technique of Colaizzi's data analysis was used to draw out, arrange, and analyze the data. According to Colaizzi's method, it is a qualitative research technique used in phenomenological investigations for analyzing and interpreting participants lived experiences (Praveena, 2022). As concerning the ethical issues, the question of informed consent and confidentiality was respected.

The findings of this study may be beneficial to criminology students and educators at Wesleyan University-Philippines and other allied schools.

Results and Analysis

This part presents the synthesized findings and thematic analysis derived from the narratives of eight criminology graduates from Wesleyan University-Philippines who have transitioned into careers as criminology educators.

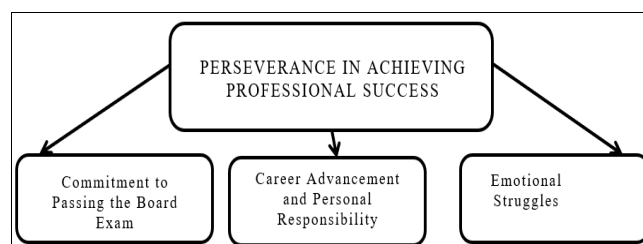
Participant's Profile

The study has eight participating criminology graduates from Wesleyan University-Philippines, all of them are teaching in private institution. Participant 1 (41 years old) has 20 years teaching experience in teaching field and graduated as Cum Laude in 2004. Participant 2 (26 years old) nearly 3 years in teaching, graduated in 2020 with academic excellence. While participant 3 did not stated her age, has 12 years of teaching since 2011, earning an academic excellence in college. Participant 4 (29 years old), two and a half years teaching experience and graduated in 2020. Participant 5 (30 years old) with 7 years of teaching experience in teaching since 2019 and participant 6 (26 years old) with 3 years in teaching field and graduated on 2019. Participant 7 (26 years old) is the most recent graduate, with one year teaching experience since 2023. Lastly, participant 8 (26 years old) had a 2 years teaching experience and graduated on 2021 as a class valedictorian. In the study of Francisco A.R.S. (2020) [19]. The demographic characteristics of an educator affects their performance in teaching.

1. Perseverance in Achieving Professional Success

This study's first issue explores on the transitions made by the Wesleyan University - Philippines criminology graduates towards criminology educator. The participants response highlights the perseverance of individuals attempt for career success, emphasizing their commitment on passing the board exam, professional advancement, and the challenges they faced in their journey. Analysis showed that the respondents have different transitions and the following sub-theme merge: *Commitment to Passing the Board Exam, Career Advancement and personal responsibility, & Emotional Struggles*.

Perseverance in Achieving Professional Success



Commitment to Passing the Board Exam

Participant 1 stated “Nagreview ako, grumaduate ako ng march 2004 nag review ako, nag take ako ng exam august 4,5, and 6, 2004, lumabas ang result ng october 2004, nahire ako sa wesleyan November 2, 2004. (I reviewed for the exam. I graduated in March 2004. I took the exam on August 4, 5, and 6, 2004. The results came out in October 2004, and I was hired at Wesleyan on November 2, 2004.)” Participant 1 graduated the same year, pass the board exam the same year, and got hire the same year showing smooth flow of events from graduation to employment. It highlights the relevancy of setting an specific goal to improve performance (Locke & Latham, 2019) ^[31]. Participant 2 said “So review yung naging journey ko after graduation, review talaga hanggang sa lumabas yung board exam. Hindi ako nag-stop mag-review. Hindi yung mag-work muna, ganito ganyan, no! Hindi ko tinignan yung sayang yung pera. Lahat yon magkakasama kami naka-apartment, alang pahinga kumbaga. (After I graduated, my journey in pursuit of success revolved around reviewing until the board exam came out. And then, we were told in the office that our route may take quite longer while we study again during the review sessions, but it'll take less time for us after we pass the board exam. I did not stop reviewing, I actually did not plunge myself to work yet here and there. I did not mind whether I was wasting money or not, we did all those together with my colleagues in one apartment. We studied day and night tirelessly without rest)”. Participant 4 experience the same as participant 2 and stated “Nagpreprepare kami nag rereview kami for board tapos pag malapit na yung schedule biglang icancel hindi pa pwede mag face to face so 3 times na nangyari samin yon so that's why sobrang hirap talaga. (We prepare and review for board exam, when it's near, they will cancel it. That time face to face is not yet allowed [due to Covid pandemic], we experienced it three times, which made it extremely challenging for us all.)” It shown commitment by intense and collective preparation, even though pandemic hits them, they show resilience and never ending preparation. Participant 1, Participant 2, and participant 4 highlighted their commitment in achieving and passing the board exam for their license. The rigorous preparation for the board exam, reviewing intensively and peer collaboration enhance the exam performance. (Cruz *et al.*, 2017) ^[10]. In social learning theory, the cooperative learning, and support system adds up in achieving a goal. (Bandura, 2018) ^[5].

Career Advancement and Personal Responsibility

Participant 3 shared, “After ko grumaduate ng college, nag-aral kasi kaagad ako ng masteral. Hindi pa ako nakakapasa sa board, kakatake ko palang wala pa result ng board exams may nag-offer na sa akin ng teaching. Given that I have already a kid, pinrioritize ko na makapag-aral tapos magkaroon ng trabaho. (After graduating from college, I registered right away for my master's degree. I haven't yet passed the board exam. I had just finished my board exam when I received an opportunity to teach in criminology. I priority to look for a steady employment. I already have a daughter. I've made the decision to look for work before entering my proclaimed service.)”. The series of events highlighted by participant 3 affected her career choice (Alonzo & Garcia, 2020) ^[1]. In addition to this, participant 3 shown resilience by balancing her personal responsibilities

and career advancement as participant 3 said “After ko grumaduate ng college, nag-aral kasi kaagad ako ng masteral. (After graduating from college, I registered right away for my master's degree)”. In addition, Participant 7 said “nung pagka graduate ko ng college ah nag start akong mag review non pero hindi ko tinuloy dahil nga meron kaming negosyo kaya feeling ko hindi ako makakapag focus, kaya habang nagtatrabaho na ko dito nag ano na ko nag rereview sa ano mag take ng board ayon nakapasa naman awa ng diyos diba. (I began studying for the board exam as soon as I graduated from college, but I put it on hold because I was worried that I wouldn't be able to concentrate due to our family business. I therefore attempted multitasking by working a part-time job and studying for the board exam concurrently. I was grateful to God for allowing me to pass through his grace.)” showing the ability to balance personal responsibilities. Participant 6 added, “Actually pagka-graduate ko sa Wesleyan University Philippines at pagpasa ko ng board exam, hindi naman ako agad-agad nagturo. Ang nangyari sa akin is nag-aral ulit ako ng ibang course, mag-aapply sana ako sa PNP but unfortunately naaksidente ako, nabulag yung left eye ko, so ‘yun yung naging pathway ko para maging isang educator. (I actually passed the board exam right after I graduated from Wesleyan University of the Philippines, and I pursue another course instead of teaching. I had considered applying to the Philippine National Police, but I was in an accident that left me blind in my left eye. I simply chose to become an educator as my career route.)” It shows that participant 6 took another program after he graduated from BSCriminology program, which is a career advancement but unfortunately, he lost his left eye while trying to enter PNP that's why he ends up as criminology educator.

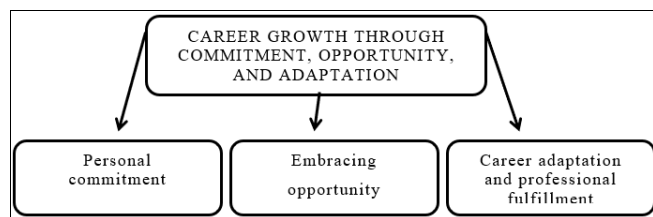
Emotional Struggles

Participant 4 stated, “Three times na nangyari sa amin ‘yon so that's why sobrang hirap talaga para sa amin to the point na naisip ko talaga na darating pa kaya yung panahon na makakapag-take kami na magiging licensed professionals kami. (We experienced it three times (postponed board exam), which made it extremely challenging for us all. At one point, I wondered if I would ever get the chance to take the board exam.)” After 3 times examination postponed due to pandemic participant 4 shown emotional struggle (Chang and Hirsch, 2021) ^[9] Participant 8 shared, “It is like an up and down journey because teaching is not my first option.” teaching is one of the setback job opportunities (Wong *et al.*, 2014) ^[55].

2. Career Growth Through Commitment, Opportunity, and Adaptation

The study emphasized how career growth is built through commitment, unpredicted opportunities, and the ability to adapt to their new career paths. Training and career development opportunities were found to have significant positive correlations with affective commitment. Nonetheless, the most important predictor of affective commitment was the availability of opportunities for career development (Muleya *et al.*, 2022) ^[25]. the following sub-theme emerges: personal commitment, embracing opportunity, and career adaptation and professional fulfillment.

Career Growth through Commitment, Opportunity, and Adaptation



Personal Commitment

Several participants indicate personal and spiritual commitment that led their journey into criminology teaching. Participant 1 says “kasi hindi ko talaga gusto ang teaching, bago ako mag take ng board exam ewan ko ba kung bakit bigla akong natakot... so sabi ko kay God, I made a commitment to him na hayaan niya lang akong pumasa idededicate ko yung atleast 3 years of my passing... hindi naman niya sinabi ni God na 30 years pala. (I really don't like to teach, before taking the board exam, I suddenly felt scared for some reason. So, I prayed to God and made a commitment to Him that if I passed the board exam, I would dedicate my first three years after passing. God didn't say it had to be 30 years.)” this experience corresponds with the theory of self-efficacy (Bandura, 2018) [5] where personal beliefs one's abilities can influence career decisions.

Embracing opportunity

Participants point-out how unexpected opportunities guide them to self-realization and growth. Participant 2 shared “Opportunity, kumbaga inoferan din nila ako, then syempre hindi ko na sinayang yung opportunity na ‘yon... dito na ako kumbaga. Dito ako nagsimula nakita ko na kaya ko pala yung mga bagay na dati hindi ko kaya, so what more pa yung kaya kong gawin pag nagtuturo na ako. (Opportunity, it was like they made an offer to me. Of course, I didn't waste it; it felt like I was meant to be here. This is where I started and discovered that I could do things I never thought I could do before. So, what more could I achieve if I started teaching? I can do even more than I ever thought possible.)” This statement aligned to the opportunity theory (krumboltz, 2019) [29], which highlight the role of unexpected and grasp opportunities in development of career.

Career adaptation and professional fulfillment

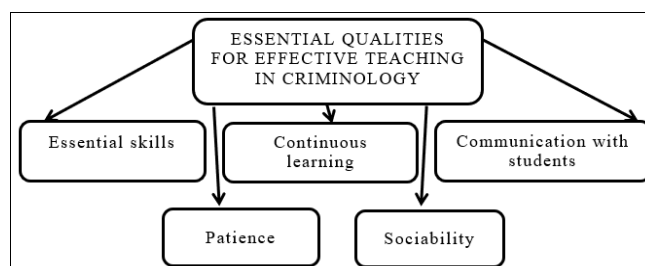
Participants stated their experiences of adapting to teaching as an alternative to their preferred profession. Participant 3 discussed, “Nag-apply ako noon sa BFP walang kota, kokonti. Hindi ako sumugal kasi yung budget noon maliit, hindi ako tumuloy... so nagtraining ako as a teacher at the same time ano na siya, trabaho na talaga siya. Reality na talaga siya. (I applied to the BFP before when there was no quota-only a few applicants. However, I didn't pursue it because I had a limited budget, so I decided not to continue applying. Instead, I trained as a teacher, and at the same time, it felt like real work.)” This statement aligned with the Career Adaptability Theory (Savickas, 2018) [45], which highlights the individuals' skills to alter to new career paths in relation to external circumstances. Participant 5 says, “Kesa naman masayang o walang kapuntahan yung pagiging criminologist ko, ay nag-apply na ako sa academe and I take my masteral degree para maging qualified as an educator. (Instead of letting my criminology degree go to waste, I

applied to the academe and pursued my master's degree to become qualified as an academician.)” This is aligned with Persistence Theory (Tinto, 2017) [50], which highlights the importance of constant learning and skill enhancement for career Growth. Participant 6 shared, “Naging teacher naman ako or naging educator ako nagtutuhan ko din naman... kumbaga nagpapareview ka nagtuturo ka at marami kang na-sishare sa mga estudyante mo bilang isang educator. (I became a teacher in education, and I like it. It feels like I'm reviewing with them, teaching, and sharing a lot with my students as an educator.)” This upholds the Social Cognitive Career Theory (Lent *et al.*, 2019) [30], which emphasize the duty of positive experiences and mentorship in forming career satisfaction. Participant 7 stated, “Mas ano ko mag teaching muna kaya eto yung pinili ko para sa experience den kailangan ko din kasi ng experience. (I like teaching more, which is why I chose this for my experience, as I need work experience.)” This statement aligned with the concept of empirical learning (Kolb, 2019) [28], which active learning enhances professional advancement. Participant 8 expresses, “Mas nakikita ko yung sarili ko na mas nahahasa ako kung nasa teaching field ako unlike pag nasa law enforcement feeling ko mag end na dun yung journey ko to serve people. Unlike kapag educator ka, mas marami kang matutulungan na makapag-serve din sa country. (I can see myself improving my teaching skills more if I am in the teaching field. Unlike in law enforcement, where I feel my journey in serving people would be limited, being an educator allows me to help more people and contribute more to serving the country.)” This response is aligned with the idea of transformative learning (Mezirow, 2018) [33], which focus on personal improvement and influence in society through education.

3. Essential Qualities for Effective Teaching in Criminology

The result identifies the essential qualities of an effective criminology educator, such as teaching skills, compassion, continuous learning, strong communication and empathy. A motivated teacher is crucial to a successful classroom. The following sub-theme emerges: essential skills, continuous learning, communication with students, patience, and sociability.

Essential Qualities for Effective Teaching in Criminology



Essential skills

The participants highlight the significance of foundational teaching skills and compassion in efficient teaching. Participant 1 stated “Kailangan unang una mayroon kang teaching skills, pangalawa, dapat compassionate ka sa ginagawa mo, dapat nandoon yung puso mo, pangatlo dapat mahal mo yung ginagawa mo, pang-apat, dapat handa ka na mag-unlearn to learn. (First and foremost, you need to have

a teaching skill. Second, you must be compassionate in your work, putting your heart into it. Third, you must love what you're doing. Fourth, you must be willing to unlearn and relearn." The interpersonal process of identifying, experiencing, understanding of, and reacting in ways that reduce another person's suffering is referred to as compassion. Researchers and practitioners have recently shown a great deal of interest in this process (Dutton *et al.*, 2014) ^[16].

Continuous learning

The necessity of continuous learning and adapting new teaching technique was emphasize by Participant 2 "Kailangan mong pag-aralan yung... magkakaroon ka ng mga seminars, training na attendan kung paano talaga maging mas maayos na magturo. (You'll have to attend seminars and training on how to teach effectively. Especial)". The capacity to perpetually learn and adjust from minimal encounters in continually changing environments is a notable achievement towards reaching general intelligence. In this paper, we recast the problem of continuous adaptation using the learning-to-learn paradigm. We formulate a straightforward gradient meta-learning approach that enables effective adaptation in various dynamic and adversarial settings (Al-Shedivat *et al.*, 2018).

Communication with students

Effective communication was perceived as an essential skill. Participant 3 emphasize, "Skills, siguro yung communication, 'yon ang pinaka mahalaga... the way na mas maintindihan ka ng bata. (Skills, maybe communication is the most important... in which way students will understand you.)" Similarly, Participant 4 added, "Well, ang pinaka mahalaga kasi talaga dyan is yung communication skills... hindi ibig sabihin ng communication skills e magaling lang mag-English... dapat na-caught mo yung attention nung estudyante. (Well, what's really most important here is communication skills. And communication skills don't necessarily mean you're good at speaking English or that you can speak continuously in English. It's not like that. When we say communication skills, it means that aside from being good at speaking, you should also be able to capture the attention of your listener.)" When we emphasize connection over correction, we foster an attitude of investigation, deep care, and self-reflection that students appreciate in themselves and their capabilities in ways that transcend the learning environment (Sandoval, 2021) ^[43].

Patience

Participant 5 stated, "Kailangan natin dyaan yung patience and perseverance to the students... dapat magkaroon din ng subject mastery and ability to inspire students. (Of course, as a teacher or academician, we need patience and perseverance with our students.)" Participant 6 echoed, "Skills, I think communication at saka siguro patience... kahit anong talino mo, kung wala kang sense of communication, hindi ka magiging effective na educator. (I think the skills needed are communication and maybe patience. No matter how smart you are, you can't be called a effective educator.)". A teacher's responsibilities extend well beyond delivering the expected learning objectives. They also need to prepare students for success both socially and academically within and outside of the classroom. It is the responsibility of teachers to provide students with the

capacity to examine and interpret the world around them so that they may develop into self-sufficient critical thinkers (Franklin *et al.*, 2019) ^[20].

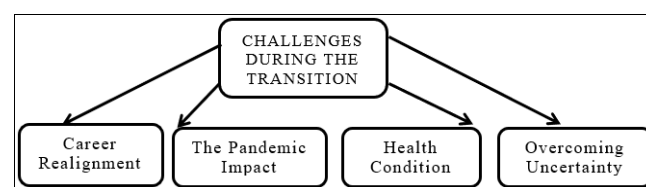
Sociability

Participant 8 shared, "Pinaka necessity is yung empathy... kailangan marunong ka rin makimasa sa katrabaho and sa mga students mo... by means of that mas maibigay mo yung best mo as a teacher." Developing a relationship with a major gift's donor is a key type of fundraising for nonprofits. Fundraisers become relationship managers who are responsible for establishing trust and creating mutual objectives with the donor through good communication (Drollinger, 2017).

4. Challenges During the Transition

Graduates frequently encounter numerous challenges. In this fourth problem the study focuses on analyzing the challenges encountered by Wesleyan University criminology graduate and the thematic analysis showed the following sub-theme: career realignment the pandemic impact, health condition, and overcoming uncertainty.

Challenges during the Transition



Career Realignment

Participant 1 said, "Kasi nga criminologist so wala naman kaming subject na teaching (Since we studied criminology, we didn't have subjects related on teaching.)" meanwhile, participant 3 said that "yung challenge saakin sa paper work yung clerical.(So the challenge for me in paperwork is the clerical work.)" according to (Hirudayaraj and Mclean 2018) ^[22] that first generation of graduates often begin their careers in entry-level jobs that require not a degree, resulting in them to undergo extensive change and transformation. However, participant 8 struggle to chase traditional roles link to their degree due to pressure brought by society. She stated "maraming challenges hano na kapag yung expectations ng society na nakikita ka nila na ah grumaduate ka ng criminology so kailangan ammh ineexpect nila na police or maging sundalo ka. (There are many challenges, especially when society's expectations are based on what they see. For example, if you graduate with a criminology degree, they expect you to become a police officer or a soldier.)" in the study of Wang *et al.* (2023) ^[51], the support of society has an impact to the path of graduate.

The Pandemic Impact

Participant 2 and participant 4 experience both delays in taking the board exam, experience the effects of pandemic in their transition. Participant 2 stated that "kasi kami yung batch na natamaan ng pandemic, and kami yung batch na puro postpone yuung ahm board exam then syempre yung isa sa mga reason kung bakit kasi hindi ko nakuha yung talagang gusto ko din, nagkaroon ako ng sakit. (Because we were the batch that was affected by the pandemic, and we were the batch that had to face a lot of delays with the board

exam. Then, of course, one of the reasons why I couldn't achieve what I really wanted is that I got sick.)" additionally Participant 4 said "we were the one who face the pandemic so grumaduate kami year 2020 and nakapag take kami ng board exam year 2021. (We were the ones who faced the pandemic. We graduated in 2020 and were able to take the board exam in 2021.)" in the study of Delgado and Arellano's (2021) ^[14] graduates faces hindrance during the pandemic, leading to the delays they are experiencing.

Health Condition

Unfortunately, due to health conditions Participant 2, Participant 5, and Participant 6 restricted them from entering their desired job aspiration. "syempre yung isa sa mga reason kung bakit kasi hindi ko nakuha yung talagang gusto ko din, nagkaroon ako ng sakit (of course, one of the reasons why I couldn't achieve what I really wanted is that I got sick)" as stated by participant 2, while participant 5 said "since ayun nga like what i said earlier na due to my medical condition (As I mentioned earlier, due to my medical condition)", in addition, participant 6 said "nung nag aapply ako na aksidente naman ako. (when I was applying for tri-bureau I got into accident)". De Jong *et al.* (2015) ^[13] stated that chronic and physical disease affects the quality of working life which can lead into career redirection.

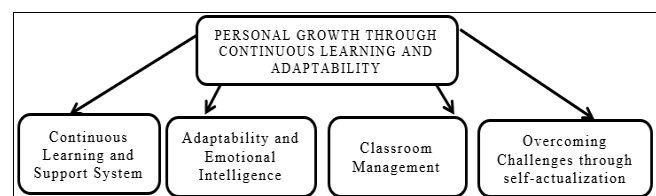
Overcoming Uncertainty

Participant 7 said "kailangan ko na mag desisyon kasi nakaka stress na hindi ko na alam yung desisyon ko sa buhay (I need to make a decision because it's stressful not knowing what direction my life is heading.)" participant 7 is graduated during the pandemic. According to Blustein and Guarino (2020) ^[7], Covid 19 influences the sense of direction. It brought fear and uncertainty for participant 7.

5. Personal Growth Through Continuous Learning and Adaptability

These experiences illustrate the resilience and transformation required for educators to thrive in their careers, ultimately benefiting both their students and them. According to Sapeta *et al.* (2021). participants overcome their perceived challenges and the following sub-theme emerged:

Personal Growth through Continuous Learning and Adaptability



Continuous Learning and Support System

Respondent 1 highlighted, "Ang ginawa ko noon, nagbasa, nagtanong sa mga teachers, umattend ng training seminar paano magturo (What I did back then was read, ask teachers,

and attend training seminars on how to teach.)" Respondent 4 shared, "Malaking factor satin yung co-faculty... sobrang supportive nila sa faculty development, syempre dito din sa university natin sobrang galante kasi nila pag dating sa mga trainings ang seminars nakapa supportive nila sa faculty development (co-faculty plays a big factor... here in our university, they're very generous when it comes to trainings and seminars. They're incredibly supportive of faculty development.)" workshop like seminars brought positive impact in the well-being and social linkage of an individual. (Luke & Roxburgh, 2022) ^[32]. Additionally, Respondent 2 said "...ang kainaman naman doon sa may office tinatanong kami, bibigay ko sayo yo kaya mo ba to? (...the good thing about having an office is that they ask us, 'Can you do this?')" showing that her peer is assessing her, if she can discuss the courses given to her. It brought her support by not pushing her and supporting her morally. Through collaborative learning peer would improve the quality of education (Olanrewaju, 2016) ^[38].

Adaptability and Emotional Intelligence

Respondent 3 noted, "Idealistic ka so naging challenge din yon saakin... binaba ko yung standards ko para maintindihan ko sila. (Of course, when you're a new teacher, you're idealistic. So that became a challenge for me. I lower my expectations for them)" the response of respondent 3 shows adaptability and emotional intelligence towards her students to improve her connections with them. Meanwhile, Respondent 6 also mentioned, "Gumawa ako ng paraan kung paano ko sila mahihikayat na mag-aral at the same time nag-eeenjoy habang nag-aaral (I make a way to encourage them to study and at the same time enjoy their class)" also shows a significant adaptability for his students. According to Swartz (2023) ^[48], having the trait of career adaptability and emotional intelligence are likely to stay in their work place, thus, overcoming their challenges.

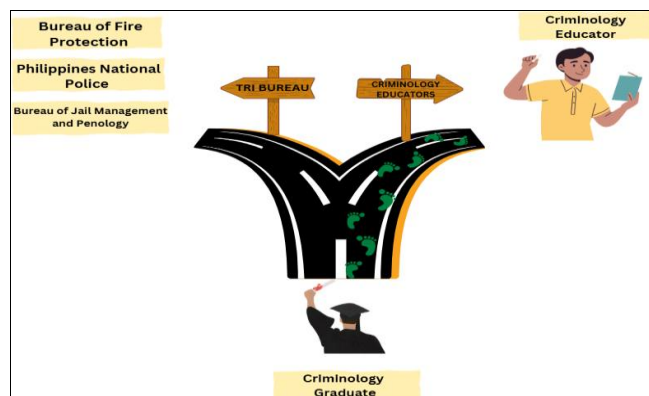
Classroom Management

Respondent 5 expressed, "Naging mahirap kase from investigation, law enforcement... nag-turn tayo into a classroom management (The transition was difficult for me because going from investigation, law enforcement, and so on, we shifted into classroom management)" classroom management contribute to learning of the students by aiming to provide educators with practical approaches (Sieberer-Nagler, 2016) ^[46].

Overcoming Challenges through self-actualization

Respondent 8 shared, "Ang pinaka mahirap na part is to overcome yung expectation ng society... basta alam mo na nakakatulong ka din sa iba para ma-achieve mo yung dreams nila. (The hardest part is overcoming society's expectations, but as long as you love what you're doing, what others say doesn't matter. As long as you know you're helping others achieve their dreams.)" factors such as self-actualization influence workplace and brought productivity and self efficacy thus, overcoming workplace challenges (Dharliana, 2022) ^[15].

Classroom to Career: Illustration of criminology graduates transition towards criminology educator



This illustration shows how criminology graduate chooses their career path after completing their degree. One path leads toward the Tri-Bureau, while the other leads to academia, where they can teach and guide aspiring professionals through mentorship and instruction.

Discussion

This part presents the summary of findings, conclusions and recommendations on the criminology graduates from Wesleyan University-Philippines who have transitioned into careers as criminology educators.

Summary of Findings

1. **Perseverance in Achieving Professional Success:** Participants exhibited strong perseverance in achieving professional goals, particularly in their commitment to passing the criminology board exam. Many demonstrated determination by engaging in intensive review sessions and enduring pandemic-related postponements. Their stories reflect a balance of personal responsibilities, emotional resilience, and steadfast focus on career advancement despite societal expectations or personal setbacks.
2. **Career Growth Through Commitment, Opportunity, and Adaptation:** The transition from graduate to educator was shaped by personal commitment, unexpected opportunities, and the ability to adapt. Some participants did not initially plan to become educators but embraced the role through opportunities that led to professional fulfillment. Their experiences align with theories of career adaptability and opportunity-driven growth.
3. **Essential Qualities for Effective Teaching in Criminology:** The study identified key qualities of successful criminology educators: strong teaching skills, compassion, effective communication, continuous learning, patience, and sociability. Participants highlighted the importance of mastering subject content, connecting with students meaningfully, and being open to learning and relearning to enhance their teaching practice.
4. **Challenges During the Transition:** Participants faced several challenges, including career realignment due to mismatched expectations between their criminology training and teaching roles, pandemic-related delays, health conditions, and emotional uncertainty. Some

overcame societal pressures to pursue law enforcement by realigning their careers toward education, while others redirected due to unforeseen health issues.

5. **Personal Growth Through Continuous Learning and Adaptability:** The educators demonstrated ongoing personal and professional growth through support systems, emotional intelligence, classroom management, and self-actualization. Their adaptability to new environments and their efforts to continuously improve their teaching competencies helped them overcome challenges and thrive in their roles.

Conclusions

1. Currently, Wesleyan University-Philippines criminology graduates are employed as criminology educators in private institutions. It is clear that Wesleyan criminology graduates are entering in to academe profession in private educational institutions
2. Teaching performance of the Wesleyan University - Philippines criminology graduates are impacted by determination, commitment to professional growth, and adaptability. They work hard and managed to surpass the board exam. Criminology educators must be resilient as well as dedicated to lifelong learning. By cultivating traits of effective educator, universities could help and guide those seeking positions in the field of academe. Through this, the school's reputation will be increased and it will boost the employability and fulfillment of graduates by producing graduates who are adaptable, competent, and prepared for long-term career achievement.
3. Resilience is shown by criminology educator participants in shifting occupations, prioritizing health conditions, and establishing new goals during the transition. Their achievement in college as well as in their personal lives was mainly due to their commitment to lifelong learning. The study highlights that setting priorities, mental resilience, and continuous learning are crucial for success. Technical abilities, flexibility, and resilience could enlighten and assist career counselors and educational institutions in providing graduates with improved support during major job transitions. As a result, better career programs and support systems can be developed to help graduates become more hireable and successful over time.
4. Participants exhibited resilience by overcoming challenges in both their professional and personal lives, adjusting to changes in their careers, and being dedicated to continuing their education. In addition to skills they possess, success also required persistence and adaptability. This information can help the university effectively prepare graduates, guide them, and provide skills and mentality in overcoming challenges for their future careers.
5. The study shows that Wesleyan University-Philippines criminology graduates that become educators successfully entered teaching profession in private institutions. Their transition from criminology graduates to criminology educators shaped their determination, resiliency, and commitment to continuous learning. They have overcome their personal, and professional challenges during the transition and it enhanced their employability and career growth.

Recommendations

1. Future researchers are encouraged to expand the scope of the study by including Wesleyan criminology graduates who are teaching in public institutions. This may supply comprehensive understanding of the career journey and experiences of criminology educators in both private and public sectors. Moreover, training attended may also be included as part of future study.
2. Training that provides and develops adaptability, resilience, and a commitment to lifelong learning needs to be introduced in criminology curriculum at universities. Mentorship programs, seminars for professional development, and actual learning opportunities may help students emotionally and professionally prepare for teaching field and other professions
3. Developmental programs that help build emotional resilience, adaptability, and goal-setting may be included in programs developed by career counselors and educational institutions to further develop technical capabilities that are helpful in transition phase. Putting career guidance, mentoring programs, and lifelong learning seminars may help graduates gain the skills they need to effectively and confidently move into new careers.
4. Colleges and universities may carry out policies that strengthen support systems for criminology graduates and their previous department. Standardize review classes and mentorship can improve board exam preparation. Career counseling may promote various career options. Institutions may provide professional development, seminars, peer workshops, and informal skill-building activities. Emotional intelligence and adaptability training may be integrated into programs or provide seminars to help students navigate career transitions. Academic programs may broaden the definition of success, providing options for criminology educators and not just in the field of law enforcement. A peer and faculty mentoring may support professional growth and strengthen the foundation in teaching of new criminology educators.
5. By improving these skills, they may be more prepared for an uncertain career path, especially transitioning from school to career, where communication is very necessary. These efforts may make certain for criminology graduates from Wesleyan University-Philippines may be more adaptable, confident and ready for their career path.

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