

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 6, 2209 – 2222

<http://dx.doi.org/10.11594/ijmaber.05.06.23>

Research Article

Unveiling the Confidence of Criminology Practitioners: Delving on Research Knowledge and Attitude

Jennifer M. Nayoyos-Refugia*, Wilfredo D. Dalugdog, Alrien F. Dausan, Elizabeth Buena Villa

College of Criminal Justice Education - Graduate School, De La Salle University – Dasmariñas, 4114, Philippines

Article history:

Submission May 2024

Revised June 2024

Accepted June 2024

**Corresponding author:*

E-mail:

njm2590@dlsud.edu.ph/
jennifer.refugia@lspu.edu.ph

ABSTRACT

This study aims to investigate the level of confidence among criminology practitioners in their research knowledge and attitudes towards research. By examining both aspects, the study seeks to understand how these factors influence overall confidence in engaging with and applying research findings. Furthermore, this descriptive study explores whether there is a significant difference between practitioners' confidence levels related to their research knowledge and their attitudes towards research. Understanding these dynamics is crucial for enhancing the integration of research into criminology practice, thereby improving the effectiveness of interventions and policies. The study utilized a descriptive design having 128 qualified respondents using purposive sampling that answered the self-made questionnaire. Result shows that among the practitioner, academicians have higher level of confidence in terms of research knowledge and attitude. There is a significant difference between the level of confidence relative to research knowledge and attitude. Likewise, the research knowledge of the criminology practitioners has positive relationship among the scope of practice. Hence, the findings suggest that in order to improve the research culture within the field of criminology, a professional development plan might be created to address and cater to all criminology practitioners within the discipline, with guidelines based on the scope of practice under RA 11131.

Keywords: Criminology research, Level of confidence, Research attitude, Research competency, Research culture, Research knowledge

Introduction

Research plays a pivotal role in the field of criminology, because it informs evidence-based practices that improve the efficacy of

treatments and because policymakers depend on research to inform their choices and actions. Even with the obvious advantages of research, criminology practitioners' views and level of

How to cite:

Nayoyos-Refugia, J. M., Dalugdog, W. D., Dausan, A. F., & Villa, E. B. (2024). Unveiling the Confidence of Criminology Practitioners: Delving on Research Knowledge and Attitude. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(6), 2209 – 2222. doi: 10.11594/ijmaber.05.06.23

confidence in their research expertise might differ greatly. The degree to which research is applied practically can be greatly impacted by this diversity. The purpose of this study is to ascertain whether there is a statistically significant difference between the research knowledge and attitudes of criminology practitioners, as well as to investigate their levels of confidence in these areas.

This study is highly necessary for a number of reasons: by identifying gaps in research knowledge and attitudes, it will be possible to identify specific obstacles that impede the effective application of research findings; by assessing practitioners' confidence levels, it will be possible to identify areas that require further training or resources to improve the integration of research into practice. Policymakers can use the study's findings to create initiatives that promote the adoption of research-based practices, which will ultimately result in more effective crime prevention and intervention strategies. The study's insights can also be used to inform the development of focused professional development programs that aim to increase both research knowledge and positive attitudes toward research. In the long run, the study can help achieve the goal of incorporating rigorous scientific methods into every facet of criminology practice by fostering a culture that respects and believes in research. All things considered, this study fills a significant knowledge gap about how criminology practitioners view and apply research. The results will offer insightful information that may be used to advance the field's practical applications as well as instructional initiatives.

Knowledge is the central to the research process, which is a fundamental component of academia. The ability to find, use, and assess information sources for a given goal is known as research knowledge. Knowledge helps researchers identify the reliability and bias of sources, evaluate evidence appropriately, exercise critical thought, and create new hypotheses or approaches (Ali, 2023). Research knowledge is essential in many fields, including social policy, education, technology, and healthcare (Atienza, 2023).

On the other hand, the quality of a researcher's work is greatly influenced by their research attitude, or how they approach their task. Positive attitudes have been connected to higher success and progress in research projects (Khan et al., 2021). Conversely, a negative attitude toward research can have a variety of detrimental effects on the study's methodology and outcomes (Abun et al., 2023).

Research knowledge in this study refers to the practitioners' comprehension of research approaches, data processing strategies, and analytical skills results precisely. Research attitude includes their opinions, convictions, and general attitude toward the importance and applicability of research in their area. Both aspects play a crucial role in determining how practitioners interact with and use research in their work.

Methods

Research Design

A descriptive design was employed in order to assess the level of confidence on research knowledge and attitude. To obtain a thorough understanding, a self-made questionnaire that was appropriately created was used for a quantitative survey.

Research Instrument

A researcher-made survey questionnaire was utilized in the study which was validated by experts in the field of Criminology and research. The survey questionnaire was designed specifically for this study, and had undergone pilot-testing to ensure its validity and reliability.

Using a Cronbach alpha, the results demonstrate that variables and indicators on criminology practitioners' level of research knowledge and research attitude confidence indicate high acceptability and very steady reliability for the researcher-created instrument with reliability scores of .981 for research knowledge; and .984 for research attitude. In general, Cronbach's alpha of .70 or higher is generally considered good,.80 or higher is better, and .90 or higher is the best.

Population and Inclusion Criteria

With a total of 128 qualified respondents out of 253 that has responded in the survey comprise the research population with 90 from the law enforcement and 38 from the teaching profession/academe. The respondents for this study were identified and chosen using the purposive sampling due to the large and hidden population. As the study set a rigorous criterion to ensure that only the most relevant and qualified respondents are included in the study, only 128 out of 253 were included. First, the respondents must be a licensed criminologist; Second, a Criminology practitioner or practicing profession aligned to Criminology with varying levels of research exposure, involvement or engagement. Third, with Master's degree or Doctorate units/degree vertically aligned to

Criminology; and lastly, practicing in the Region 4A (Calabarzon) taking into account the respondents' availability, willingness, and proximity to engage in the research at a particular time.

Likewise, the researchers intend to include all the criminology practitioners that are practising in the forensic science; correctional administrator, executive, supervisor, or office and counselor, consultant, adviser or researcher as indicated in Republic Act 11131 as the scope of practice in Criminology profession but it must be noted that no one responded from these group considering the criterion set in the study, hence, a complete representation of criminology practitioners was not feasible which considered as one of the limitation in the study. Table 1 below shows the distribution of respondents.

Table 1. Distribution of respondents

Place of Practice	LE		TP/A		Total	
	f	%	f	%	f	%
<i>Cavite</i>	27	30.00%	7	18.42%	34	26.56%
<i>Laguna</i>	12	13.33%	15	39.47%	27	21.09%
<i>Batangas</i>	16	17.78%	7	18.42%	23	17.97%
<i>Rizal</i>	11	12.22%	4	10.53%	15	11.72%
<i>Quezon</i>	24	26.67%	5	13.16%	29	22.66%

Legend: LE – Law Enforcement

TP/A – Teaching Profession/Academe

Treatment of Data

In this study, a weighted mean approach was employed to assess the level of confidence among the law enforcement and academicians in terms of knowledge and attitude towards research. This assessment was conducted using a 5-point Likert scale, allowing the graduates to rate themselves as to the extent to which they perceived their level of confidence in relation to research. The weighted mean calculation allowed for a comprehensive analysis of the aggregated responses and provided valuable insights into the practitioners' perspectives on research knowledge and attitude.

Meanwhile, to test the significant difference between the level of confidence of criminology practitioners relative to research knowledge and research attitude, independent t-test was used.

Finally, to test the significant relationship between the respondent's profile and the level of confidence on the various aspect of research among Criminology practitioners relative to the given variables, Pearson Correlation Coefficient has been utilized.

Result and Discussion

Result

Table 2 presents the profile variables of the respondents. Most of the respondents' age from law enforcement and academe are from the age bracketed of 31-40 years old comprising of 42.22% (f=38), and 47.37% (f=18), respectively. However, the least of the respondents' age are from 51-60 years old with 5.56% (f=5) from law enforcement, and 2.63% (f=1) from the academe. Also, it was observed that most of

the law enforcement respondents' sex are male which composed of 77.78% (f=70), and from academe the majority are male composed of 55.26% (f=21). However, female respondents are composed of 22.22% (f=20) from law enforcement, and 44.74% (f=17) from academe. It can also be observed that the scope of practice of the criminologist practitioners in CALABAR-ZON are composed of 70.31% (f=90) from law enforcement, and academe are composed of 39.06% (f=50). Meanwhile, most of the years of service of the respondents from law enforcement are 6-10 years composed of 25.56 % (f=23) while the academe is 1-5 years composed of 42.11% (f=16). On the other hand, the

least on the years of service was 16-20 years for the law enforcement with 14.44% (f=13) and least from the academe is 16-20 years and 21 years & above with 5.26% (f=2). Finally, the highest educational attainment of most of the respondents from law enforcement are composed of 76.67% (f=69) are master's degree, and from the academe are composed of 39.47% (f=15) are having a doctorate unit in criminal justice with specialization in criminology. However, the least of the respondents are doctorate degree 11.11% (f=10) from law enforcement, and from academe are composed of 28.95% (f=11).

Table 2. Demographic Profile of Criminology Practitioners

Profile	Law Enforcement		Academe		TOTAL	
	f	%	f	%	f	%
Age						
20 - 30 years old	24	26.67%	14	36.84%	38	29.69%
31- 40 years old	38	42.22%	18	47.37%	56	43.75%
41 - 50 years old	23	25.56%	5	13.16%	28	21.88%
51 - 60 years old	5	5.56%	1	2.63%	6	4.69%
Gender						
Male	70	77.78%	21	55.26%	91	71.09%
Female	20	22.22%	17	44.74%	37	28.91%
Scope of Practice						
Law Enforcement	90	70.31%				
Teaching Profession/Academe			50	39.06	(multiple responses)	
Years of Service						
1-5 years	19	21.11%	16	42.11%	35	27.34%
6-10 years	23	25.56%	10	26.32%	33	25.78%
11-15 years	21	23.33%	8	21.05%	29	22.66%
16-20 years	13	14.44%	2	5.26%	15	11.72%
21 years & above	14	15.56%	2	5.26%	16	12.50%
Highest Educational Attainment						
Master's Degree (MSCrim, MSCJ)	69	76.67%	11	28.95%	80	62.50%
PhD Units (PhD Crim, PCJ)	11	12.22%	15	39.47%	26	20.31%
Doctoral Degree (PhDCrim, PCJ)	10	11.11%	12	31.58%	22	17.19%

Further, Table 3 shows the level of confidence of criminology practitioners in the law enforcement and the teaching profession/academe relative to research knowledge. The survey findings revealed that for law enforcement, the highest mean score was item 1 among the other indicators which obtained the highest

rank mean score of 4.14, with verbal interpretation of partly agree. It is followed by item 2 that ranked 2nd with 4.16 equal to partly agree. Item 8 obtained the 3rd rank among other indicators with 4.12 with verbal interpretation of partly agree. While item 6 received the lowest

rank with a weighted mean of 3.97 but also obtained a verbal interpretation of partly agree.

On the other hand, among the teaching profession/academe, item 8 has obtained the highest rank and mean score of 4.55, with verbal interpretation of absolutely agree. It is followed by 9 with a verbal interpretation of "absolutely agree," and a mean score of 4.47. While, item 7 verbally interpreted "absolutely agree," received a mean score of 4.45, placing third in the rank. Conversely, a weighted mean of 4.00, item 6 yielded the lowest rank among academia, similar to law enforcement but with a verbal interpretation of partly agree,

In general, as shown in Table 3, the criminology practitioners, both law enforcement and the academe have a high level of research knowledge based on their self-assessment obtaining an overall mean score of 4.23, with verbal interpretation of absolutely agree, where Item 5 obtained the highest rank, followed by item 1 and 2, then item 3, all interpreted as "absolutely agree", however, item 6 obtained the least rank and have a verbal interpretation of partly agree. Overall, law enforcement has obtained a general weighted mean of 4.09 equal to "partly agree", and teaching profession/academe having weighted mean of 4.38 equal to "absolutely agree".

Table 3. Level of confidence of criminology practitioners relative to research knowledge

Sub-Indicators	Law Enforcement		Teaching Profession/Academe		Overall Mean	Interpretation	RANK
	M	I	M	I			
1. I am aware and knowledgeable of the research concepts, procedures, guidelines, advantage and disadvantage of the different types of research.	4.18	PA	4.37	AA	4.28	AA	2.5
2. I am aware on the characteristics of a research and qualities of a researcher.	4.16	PA	4.39	AA	4.28	AA	2.5
3. I know to formulate title, research questions and testable hypothesis based on the characteristics and criteria of a good research problem.	4.11	PA	4.42	AA	4.27	AA	4
4. I am aware and knowledgeable on the principles of designing and conducting surveys.	4.10	PA	4.32	AA	4.21	AA	9
5. I know to identify the research setting/locale and the population of the study using the proper sampling technique.	4.10	PA	4.47	AA	4.29	AA	1
6. I am familiar in using statistical techniques, scales, tools and methods for collecting, analyzing and interpreting non-numerical and numerical data like Excel, SPSS, Google Collab and/or among others for statistical analysis.	3.97	PA	4.00	AA	3.99	PA	10

Sub-Indicators	Law Enforcement		Teaching Profession/Academe		Overall Mean	Interpretation	RANK
	M	I	M	I			
7. I am familiar on citation styles for in-text and referencing using the proper format like APA and MLA among others.	4.00	PA	4.45	AA	4.23	AA	7
8. I am aware and adhere to ethical guidelines, principles and considerations in all stages of the research process.	4.12	PA	4.55	AA	4.34	AA	5
9. I know to formulate or prepare output or outcome of the study, such as an action plan, intervention program, and the like.	4.07	PA	4.47	AA	4.27	AA	6
10. I know to prepare research proposals, secure funding, present, and publish my complete research.	4.07	PA	4.37	AA	4.22	AA	8
Overall Mean Score	4.09	PA	4.38	AA	4.23	AA	

Legend:4.20 - 5.00 *Absolutely Agree (Very high level of confidence)*3.40 - 4.19 *Partly Agree (High level of confidence)*2.60 - 3.39 *Uncertain (Medium level of confidence)*1.80 - 2.59 *Partly disagree (Low level of confidence)*1.00 - 1.79 *Absolutely disagree (Very low level of confidence)*

Meanwhile, Table 4 shows the level of confidence of criminology practitioners in the law enforcement and the teaching profession/academe relative to research attitude. The survey findings revealed that among law enforcement group, item 6 ranks first among the indicators used obtaining a mean score of 4.16, followed by items 5 and 10 on the 2nd rank with a weighted mean of 4.06 then followed by items 1 and 4 on the third rank with 4.04, and last rank was obtained by item 3. All those in first to third and last rank has a verbal interpretation of "partly agree."

On the other hand, among the academicians, ranked first is item 6 that has obtained a mean score of 4.47, item 4 ranks second among the indicators obtaining a mean score of 4.42, and the item 1 ranks third obtaining a mean score of 4.37 which are all interpreted as "absolutely agree". However, item 3 that has

obtained the least or 10th rank, with a weighted mean of 4.03 obtained a verbal interpretation of "partly agree"

In all, the research attitude of the criminology practitioners obtained an overall mean score of 4.18, with a verbal interpretation of partly agree, wherein law enforcement have a weighted mean of 4.05 verbal interpretation of partly agree and 4.31 among academe with a verbal interpretation of absolutely agree. In general, item 6 obtained the highest rank with 4.32 weighted mean, followed by item 4 on the 2nd rank with 4.23 weighted mean and item 1 with 4.21 weighted mean on the 3rd rank, all obtaining a verbal interpretation of "partly agree". However, the least rank among the ten indicators was obtained by item 3 equal to 4.02 weighted mean with verbal interpretation of "partly agree"

Table 4. Level of confidence of criminology practitioners relative to research attitude

Sub-Indicators	Law Enforcement		Teaching Profession/Academe		Overall Mean	Interpretation	Rank
	M	I	M	I			
1. I am challenged and motivated to conduct research.	4.04	PA	4.37	AA	4.21	AA	3
2. I am interested to engage in research-related activities to explore and understand new concepts, phenomena, or issues.	4.01	PA	4.32	AA	4.17	PA	7
3. I can manage time to balance research activities with other personal and professional commitments.	4.00	PA	4.03	PA	4.02	PA	10
4. I am willing to consider different perspectives, and adapt to changes on research paradigms, methodologies, technologies, and evolving research trends.	4.04	PA	4.42	AA	4.23	AA	2
5. I am persistent and committed to overcoming challenges and setbacks encountered during the research process.	4.06	PA	4.29	AA	4.18	PA	5.5
6. I respect ethical considerations in conducting research with integrity.	4.16	PA	4.47	AA	4.32	AA	1
7. I am confident that my experience in conducting research can contribute to the research development.	4.04	PA	4.32	AA	4.18	PA	5.5
8. I am confident in expressing ideas, presenting findings, and collaborating with other researchers and stakeholders	4.03	PA	4.29	AA	4.16	PA	8
9. I can build and leverage professional networks, facilitating collaboration and knowledge exchange.	4.02	PA	4.24	AA	4.13	PA	9
10. I am influenced by the presence of a supportive peer, mentor and institution environment.	4.06	PA	4.32	AA	4.19	PA	4
Overall Mean Score	4.05	PA	4.31	AA	4.18	PA	

Legend:4.20 - 5.00 *Absolutely Agree (Very high level of confidence)*3.40 - 4.19 *Partly Agree (High level of confidence)*2.60 - 3.39 *Uncertain (Medium level of confidence)*1.80 - 2.59 *Partly disagree (Low level of confidence)*1.00 - 1.79 *Absolutely disagree (Very low level of confidence)*

Table 5 shows the significant difference on the level of confidence of criminology practitioners relative to research knowledge and research attitude. The independent t test showed that there is a significant difference between

groups as to knowledge $t (18) = -5.70$, $p < .001$; and attitude $t (18) = -6.54$, $p < .001$. This is based on the p-values obtained were less than the significance alpha 0.05. Therefore, the null hypothesis is rejected.

Table 5. Test of significant difference between level of confidence across the two groups two groups of respondents in relation to the given variables

Research Confidence	Group	Mean	t value	df	Sig (2-tailed)
Knowledge	Law Enforcement	4.08	-5.7*	18	< .001
	Academe	4.38			
Attitude	Law Enforcement	4.05	-6.54*	18	< .001
	Academe	4.31			

*Significant at .05

Finally, Table 6 shows the significant relationship between the respondent's profile and the level of confidence on the various aspect of research among criminology practitioners relative to the given variables. Using the Pearson

Correlation Coefficient, the research knowledge of the criminology practitioners has positive relationship among the scope of practice ($r=0.182$, $n=128$, $p=.04$).

Table 6. Significant relationship between the respondent's profile and the level of confidence on the various aspect of research among Criminology practitioners relative to the given variables

		Age	Sex	Scope of Practice	Length of Service	Place of Practice
Research Knowledge	Pearson Correlation	0.078	-0.022	0.182*	0.076	0.089
	Sig. (2-tailed)	0.379	0.805	0.04	0.392	0.32
	Total	128	128	128	128	128
Research Attitude	Pearson Correlation	0.137	-0.068	0.152	0.135	0.107
	Sig. (2-tailed)	0.122	0.446	0.087	0.13	0.231
	Total	128	128	128	128	128

Discussion

Table 2 indicates that the study is represented by individuals in their late twenties to early forties which may suggest minimal to moderate experience that influence their perspectives and experiences in their particular fields. The minimal representation of respondents aged 51-60 suggests a potential gap in perspectives from more experienced professionals. The standard deviation highlights the variety of experiences among the participants by reflecting the age variability. The relevance and generalizability of the research findings across age groups within the law enforcement and academic communities may be impacted by this demographic profile. According to the study of Caingcoy (2020), the number of studies

completed, age, and research motivation had an impact on the research capacity of public-school teachers. The best measure of a teacher's capacity for doing research is the research output itself; higher productivity corresponds to higher capability. Age was also found to have a negative effect on teachers' capacity for conducting research, underscoring the need for continual training and assistance to help educators maintain and improve their research abilities.

As to sex, it implies that there is a significant gender disparity within the profession of criminology in the Philippines, with males outnumbering females by a considerable margin. This observation suggests that criminology, remains a male-dominated field.

Criminology field is dominated by men (Silva & Deflem, 2022; Villegas et al., 2022) and Gateley (2020) mentioned in her master's thesis that there have been calls made recently to increase the diversity of criminology, a predominantly male-dominated subject. However, conceptualizations deviated from a binary measure, indicating that the calls for inclusivity in the fields of victimology and criminology have not yet been fully addressed or responded to and that gender and sexuality are insufficiently measured and included.

As to the scope of practice, it implicates that a significant portion of criminology professionals are actively engaged in law enforcement roles, demonstrating that this is the most common profession in Criminology which aligns with the fields of close association with criminal justice and policing. Likewise, it is worth to observe that a notable proportion of individuals involved in criminology are educators or researchers within academic institutions. Their contribution to the field likely involves training future criminologists, conducting research, and disseminating knowledge through publications and conferences. While, smaller in number, individuals in these roles play crucial roles in managing correctional facilities, overseeing rehabilitation programs, and implementing policies aimed at reducing recidivism. Interestingly, none of the respondents worked in private security, counseling, consulting, or forensic science. This could reflect the study's specific focus or indicate to potential areas for future research.

Tracer studies shows that most of the graduates of various institutions' offering Criminology, works in the law enforcement agencies primarily in the Philippine National Police (PNP) as evidently presented in the employability research of Aydinan (2019), Riva (2019), Refugia (2021), Ayeo-eo (2020) and Cosmiano et al., (2023) among others.

As to the length of service or years of practice, it implies that a significant portion of the population under study has attained a basic or limited to moderate level of experience and tenure within their respective roles or professions. Likewise, it also indicates the presence of a significant cohort of early career professionals within the survey population. These

individuals may still be in the process of gaining experience, establishing themselves in their professions, and potentially exploring various career paths within their respective fields. However, it also implies that a decline in the number of respondents with longest tenures. The reasons for this decrease could vary, including factors such as attrition, career advancement, or retirement. The difference in years of service may influence perspectives on various issues within their fields, demonstrating the importance of ongoing professional development and support programs in order to develop skills, encourage retention, and ensure a trained workforce in the criminal justice industry.

And as to highest educational attainment, result indicates that a significant portion of the surveyed population has completed postgraduate education, with a focus on advancing their knowledge and skills within the field of Criminology or Criminal Justice. This demonstrates that the sample is well-educated, implying a solid foundation of theoretical understanding and subject-matter expertise that can be used to stimulate original thought, research, and evidence-based approaches, potentially expanding the breadth and depth of knowledge in criminology research. Furthermore, it also infers that a notable proportion of respondents have pursued further education beyond the master's level, potentially towards earning a doctoral degree. While these individuals may not have completed their doctoral programs, their inclusion in the study reflects their commitment to advancing their education and expertise in criminology or related fields. However, some respondents have attained the highest academic credential in the field, they represent a minority within the surveyed population. Ph.D. holders typically undergo rigorous academic training and research to achieve expertise in specialized areas of criminology or criminal justice. The educational background of the respondents may influence career opportunities, leadership roles, and contributions to advancing the field through teaching, mentorship, and scholarly publications.

Table 3 result shows that the law enforcement personnel are generally aware and have a moderate awareness and knowledge which

suggests that, although they possess a fundamental understanding of key research components, they have room to improve their understanding and application of these concepts. Enhancing their understanding in these domains may result in more efficient and knowledgeable research methodologies in law enforcement, which would ultimately enhance evidence-based policy formulation and decision-making. However, there is always room for development, even if they recognize certain basic traits and expectations. By ensuring that research is conducted more carefully and effectively, increasing awareness of this problem will help these experts do better research, which could lead to more important and trustworthy findings in their field. It also implies that, despite their awareness of the importance of research ethics, these experts still have much room to grow. Also, the survey's findings indicate that, in comparison to other aspects of research methodology, law enforcement officers are not so much as skilled, confident, or experienced in using statistical techniques and tools. This suggests that they need additional guidance and support in statistical methods and data analysis in order to improve their research knowledge. This could potentially impact their ability to effectively analyze and interpret data in their research studies within the field of criminology, thus, call for additional training or resources may be needed to enhance their proficiency in statistical analysis and improve their ability to interpret statistical results accurately.

Researchers' unfamiliarity with statistical approaches in research might make it difficult to conduct studies and appropriately evaluate results. Statistical methods play an important role in research by assisting in planning, design, data collection, analysis, and drawing meaningful interpretations from research findings (Sirisilla, 2023).

Meanwhile, it appears that teaching profession demonstrate a strong commitment to following ethical principles throughout the whole research process. Given the great degree of agreement, it appears that researchers should give ethical considerations top priority when conducting their research. Additionally, it shows that the respondents followed academic guidelines, which raises the validity and

dependability of their research findings. Also, the result emphasizes their attention on applying research findings to real-world circumstances and shows a strong ability to formulate practical outcomes such as action plans and intervention programs. Academicians not only respect moral principles and academic guidelines but also have the ability to convert research into useful conclusions, increasing the practical significance of their job. Likewise, it suggests that respondents from the academe have a high level of familiarity and proficiency in properly citing sources. It is essential to have this high level of citation style expertise to uphold academic integrity and prevent plagiarism. Moreover, while educators have some level of familiarity with statistical techniques, scales, tools and methods, but it is not strong or widespread. This could highlight a potential area for improvement or further training within the academic community to enhance their skills in statistical analysis and data interpretation.

To corroborate, in a study conducted by Callo & Sahagun (2019), it emphasized that faculty research knowledge is a major determinant of research productivity, as is the research culture.

In their study, finding shows that there is a strong research culture and faculty members are very aware of research.

While in the recent approval to research agenda of Department of Education (DepEd), teachers must do school-based action research, however, lack of knowledge or expertise, time restraints, and lack of interest prevent them from doing so successfully based on the study conducted by Cabral (2019).

In relation to ethical guidelines, principles and considerations, Karagiannopoulos & Windstone (2020) in their study extensively covered the ethical issues that arise in criminological study especially when it comes to delicate subjects and susceptible subjects. It highlights how crucial it is for researchers to have specific expertise in order to negotiate these intricacies and follow global ethical standards, taking into account matters like participant protection, anonymity, and handling reports of harm.

Also, it is essential for researchers to be well-versed in statistical methods to ensure the

validity and reliability of their research outcomes (Center for Statistical Research & Methodology, 2023)

In general, Table 3 results imply that law enforcement professionals' slightly lower than the academicians score suggests that they require more training and resources to bring their research skills up to par with that of their academic colleagues. This can entail access to research resources, workshops, and lectures. However, academic professionals' superior research knowledge can be used to guide and assist law enforcement officers. For the purpose of fostering knowledge transfer and skill development, partnerships and cooperative projects could be established or strengthened. The development of rules and curriculum to ensure that research training is comprehensive and covers any gaps for criminology practitioners—especially those in law enforcement—may be guided by these findings. Institutional support and recognition of the research cultures of law enforcement agencies foster an environment that is conducive to continuous learning and study. By tackling these problems, the fields of academia and law enforcement can improve their ability to conduct research, which will eventually result in the creation of criminology methods that are more effective and supported by empirical evidence.

Overall, fostering a research culture that supports evidence-based decision-making, creativity, and ongoing learning across all industries depends heavily on research knowledge and understanding. This entails understanding research principles, procedures, and techniques in addition to adhering to ethical guidelines, producing research products, and keeping a positive outlook on research. This entails understanding research principles, procedures, and techniques in addition to adhering to ethical guidelines, producing research products, and keeping a positive outlook on research.

As Table 4 demonstrates, researchers who work in law enforcement typically give ethical issues top priority. Given its delicate nature and possible social consequence, this is important in the field of criminology. Law enforcement is aware of the difficulties involved in research, especially in disciplines like criminology, and

appreciates the value of perseverance and tenacity in the process. Enhancing researchers' connections with others can help them become more persistent and resilient, which will progress the field of criminology. Establishments, mentors, and supportive peers are all essential in creating a healthy and cooperative research atmosphere. The moderate interest shown by practitioners in participating in research indicates room for growth and flexibility in response to changing trends. Enhancing the research-oriented culture in law enforcement organizations can propel advancements in tactics and systems of policing. Even though practitioners admit that time management can be difficult, they are nevertheless adept at juggling research with other obligations.

Meanwhile, it can be inferred that, on practitioners in the academe demonstrate a remarkable level of respect to ethical considerations for their research endeavours. The delicate nature of the topic and its possible consequences make ethical issues essential in many fields, including criminology. Academicians exhibit a strong propensity to take into account different points of view, adjust to changing research trends, and flourish in nurturing circumstances. They are adaptable and willing to accept fresh viewpoints as well as modifications to techniques and tools, which is essential for criminology innovation. Researchers are extremely motivated to work in academia, a sign of a thriving research culture that propels criminology forward. Sustaining greatness in research and academic accomplishments requires maintaining this motivation. Furthermore, in order to maintain productivity and wellbeing, academics frequently balance a variety of duties outside of research, necessitating the development of strong time management skills.

In general, Table 4 suggests that subgroups of criminology practitioners differ significantly from one another, despite the fact that they all have a modest attitude toward research. Comparing law enforcement personnel to their academic counterparts, the former exhibit slightly lower levels of agreement with research attitudes. On the other hand, positive attitudes about research are significantly more prevalent in academia. In order to address this disparity,

certain interventions that support the research culture and mindset of law enforcement organizations may be necessary. These measures may result in increased research involvement and outcomes for the discipline of criminology.

In the study of Afolabi (2022), postgraduates must possess a favorable attitude regarding research. Additionally, instructors are urged to create innovative research teaching strategies and technique. Conferring to the study of (Mehranirad & Behzadpoor, 2022), teachers who are highly engaged in research are likely to have favorable attitudes toward research as a useful tool for their professional development. Similarly, in the study of Landicho (2020), respondents have a favorable attitude toward research, they consider it as a means of advancing their careers, and acknowledge the beneficial effects of research on their ability to teach and the educational experiences of their students.

The findings in the study of Tangchitcharoenkhul (2019) revealed that CARCEC teachers at childhood development centers, classroom action research methodology proficiency obtained the highest scores. They next showed strong proficiency in understanding of early childhood, research attitude, mental and personality and moral, and, lastly, on research ethics. While in the study of Cinches (2019) findings suggest that research motivation acted as a moderator in the connections between research attitude and beliefs and research utilization.

Overall, the findings show that while criminology practitioners typically have a positive attitude toward research, there is still room for development. In the subject of criminology, this positive outlook is crucial for sustaining motivation, fostering teamwork, and stimulating creativity. Initiatives to encourage and support this positive perspective among practitioners in the future could make research undertakings in the subject more successful.

The results of Table 5 suggest that criminologists have different levels of self-assurance in their research approach and knowledge. This may indicate disparities in their perceptions of knowledge, comprehension, or perspectives pertaining to criminology study. This outcome highlights how important it is to recognize and

Overcoming differences in the attitudes and trust levels of criminology practitioners in terms of research expertise. To raise the confidence level of the research, abilities and foster a positive research culture in the industry, it highlights the need of continuing education and skill development chances.

Lastly, Table 6 suggests that because criminology practitioners have a greater understanding of research procedures, techniques, and findings, they are more likely to have a wider variety of practice within their field. For criminology practitioners, knowing the beneficial correlation between research knowledge and practice breadth has consequences for their professional growth. It emphasizes how crucial it is to incorporate research knowledge and skills into professional development and ongoing education initiatives in the sector.

Fussy (2023) mentioned in his study that in both Vietnam and Singapore, research has become a vital component of academic advancement and career advancement. Through national authorities that monitor the process, both nations have integrated research into their career development rules and practices, promoting a culture of peer review.

Conclusion

Most practitioners of criminology demonstrate a somewhat high degree of confidence in their research attitude and a higher degree of trust in their research knowledge expertise. Compared to their law enforcement group, academicians exhibit a greater degree of trust in their research knowledge among these practitioners.

Academicians and law enforcement professionals had quite different confidence levels, with academicians expressing more assurance in their understanding of research. This demonstrates the value of academic instruction and points to the necessity of focused initiatives to improve research abilities among law enforcement professionals.

Comprehending the disparities in practitioners' trust levels about research knowledge might facilitate the creation of tailored policies and support mechanisms that strive to close the disparity. This might result in the discipline

of criminology using research-informed practices more successfully.

Also, the differences in confidence between academics and law enforcement professionals point to possible advantages of increased collaboration. Law enforcement professionals can improve their research capacities by utilizing the strengths of academicians.

Hence, the results indicate that all criminology practitioners' demands should be taken into consideration when creating a thorough professional development plan. If the goal is to improve the research culture among criminology specialists, this method should be customized to the particular scope of practice within the area. Such a plan can successfully improve research abilities and confidence in both the academic and law enforcement sectors by emphasizing tailored training and support.

It is recommended then that creation and administration of thorough training programs that teach not only academicians but also law enforcement and other criminology practitioners about research methodologies and procedures. Workshops, seminars, and classes aimed at boosting confidence and research abilities can fall under this category. Promote or enhanced collaborations between law enforcement and academic organizations thru collaborative research initiatives, internships, and exchange programs can help promote mutual skill development and information transfer. Also, provide criminology practitioners with mandatory obligations for continuous education to sustaining high standards of research competency will be made possible by giving access to current research instruments, materials, and training opportunities. Moreover, provide funds to law enforcement agencies so they can do study to cover the establishment of specialized research groups, the funding of research programs, and access to scholarly publications. Finally, is the launching or enhancement of mentorship programs so that seasoned academics can advise and assist law enforcement and other practitioners with their research. Over time, this can aid in gaining confidence, competence and confidence.

References

- Abun, D., Antonio, G. J., Alipio, C. D., & A, L. (2023). The effect of students' attitude toward research on the intention to conduct research. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4454813>
- Afolabi, O. E., Afolabi, O., & Aragbaye, M. O. (2022). Research competence of post graduate students in library schools in South-West Africa. *Library Philosophy and Practice* (e-journal), <https://digitalcommons.unl.edu/libphilprac/7181>
- Ali, Y. (2023, September 10). *16 reasons why knowledge is important in research*. Curious Desire. <https://curiousdesire.com/why-knowledge-is-important-in-research/>
- Atienza, F. (2023, March 22). *The importance of research: Advancing knowledge and progress in Society*. LinkedIn. <https://www.linkedin.com/pulse/importance-research-advancing-knowledge-progress-society>
- Aydinan, J. J. (2019). Employment array of bachelor of science in criminology graduates in Nueva Ecija University of science and technology. *International Journal of English Literature and Social Sciences*, 4(6), 1733-1737. <https://doi.org/10.22161/ijels.46.16>
- Ayeo-Eo, S. P. (2020). Job preferences of BS Criminology graduates batch 2019-2019 of Nueva Ecija University of Science and Technology. *EPRA International Journal of Multidisciplinary Research*, 6(2), 128-131. <https://doi.org/10.36713/epra2013>
- Cabral, J. V. (2019). Research Competencies of Teachers in Buhaynasapa National High School. *Ascendens Asia Journal of Multidisciplinary Research*, 3(2). <https://www.researchgate.net/publication/331789357> Research Competencies of Teachers in Buhaynasapa National High School
- Caingcoy, M. (2020). Research capability of teachers: Its correlates, determinants and implication for continuing professional development. *Journal of World Englishes and Educational Practices*, 2(5), 1-11. <https://doi.org/10.32996/jweep.2020.2.5.1>
- Callo, E., & Sahagun, R. (2019). Influence of research awareness and culture to the level of research productivity among faculty

- members of a higher education institution. *International Journal of Advanced Research*, 7(1), 618-628. <https://doi.org/10.21474/ijar01/8370>
- Center for Statistical Research & Methodology. (2023, February 22). *Statistical research*. US Census Bureau. <https://www.census.gov/topics/research/stat-research.html>
- Cinches, M. F., Estroga, I. J., & Polancos, D. (2019). Teachers' research beliefs, research attitude, research motivation, and research utilization: A structural model. *Liceo Journal of Higher Education Research*, 15(1). <https://doi.org/10.7828/ljher.v15i1.1299>
- Cosmiano, H. O., Sapuras, K. D., Cavite, K. P., Calaca, N. I., Cano, J. C., Saguran, J. B., Llantos, E. P., & Ederio, N. T. (2023). Employability of Saint Paul University Surigao Criminology Graduates from 2013 To 2020. *International Journal of Research*, 10(09), 106-124. https://www.researchgate.net/profile/Jenny-Cano/publication/373841740_Employability-of-Saint-Paul-University-Surigao-Criminology-Graduates-from-2013-To-2020/links/65001d77849bbb203b9556f2/Employability-of-Saint-Paul-University-Surigao-Criminology-Graduates-from-2013-To-2020.pdf
- Fussy, D. (2023). Governance of social science research: Insights from Southeast Asia. *Asian Journal of Social Science*, 51(2), 71-79. <https://doi.org/10.1016/j.ajss.2023.02.002>
- Gateley, H. C. (2020). *Awakening from androcentrism: Calls for measurement of gender and sexuality in criminology* [Master's thesis]. <https://scholar.utc.edu/cgi/content.cgi?article=1809&context=theses>
- Karagiannopoulos, V., Winstone, J. (2020). *Constructive and Enabling Ethics in Criminological Research*. In: Iphofen, R. (eds) *Handbook of Research Ethics and Scientific Integrity*. Springer, Cham. https://doi.org/10.1007/978-3-030-16759-2_67
- Khan, K. A., Aigerim, D., Zhao, X., Adil, A., Ghayas, S., Yasmeen, S., Khalid, K., & Tahir, A. (2021). Construction and piloting of attitude towards research participation scale for university students. *Psychology Research and Behavior Management*, 14, 2071-2079. <https://doi.org/10.2147/prbm.s333450>
- Landicho, C. J. (2020). Research attitudes, motivations, and challenges of STEM education researchers. *International Journal of Technology in Education*, 3(1), 49. <https://doi.org/10.46328/ijte.v3i1.21>
- Mehranirad, M., & Behzadpoor, F. (2022). A survey of EFL teachers' research engagement. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*. https://jelda.azaruniv.ac.ir/article/14379_120019790b720a89c65d224374ee351d.pdf
- Refugia, J. (2021). Employment status and the challenges encountered by criminology graduates. *International Journal of Educational Management and Development Studies*, 2(3), 101-120. <https://doi.org/10.53378/348743>
- Riva, A. D. (2019). Tracer Study on the employment outcomes of BS Criminology graduates of EARIST from 2013-2015. *EARIST Research Journal*, 19(25), 172-180. <https://earist.edu.ph/wp-content/uploads/EARIST-RESEARCH-JOURNAL-2019-January-June-Final-Revised.pdf#page=178>
- Silva, D. M., & Deflem, M. (2022). *Diversity in criminology and criminal justice studies*. Emerald Group Publishing.
- Sirisilla, S. (2023, September 18). Role of statistics in research – *Methods & tools for data analysis*. Enago Academy. <https://www.enago.com/academy/statistics-in-research-data-analysis/>
- Tangchitcharoenkhul, R. (2019). *Silpakorn University Journal*, 39(6), 1-20. <https://doi.org/10.14456/sujthai.2019.53>
- Villegas, J. P., Biol, R. C., Dacullo, J. E., & Simbahon, J. S. (2022). *Gender, numbers and beyond: The case of criminology program in DOrSU, city of Mati, Philippines*. Research Square. <https://doi.org/10.21203/rs.3.rs-1428725/v1>