

Factors Behind Freshmen's Preference for Criminology Program

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Abstract

This study, titled Factors Behind Freshmen's Preference for Criminology Program, aimed to identify the intrinsic and extrinsic factors influencing freshmen's choice to pursue a Bachelor of Science in Criminology at Don Carlos Polytechnic College. Utilizing a descriptive research design, the study collected data through a self-made questionnaire distributed to bonafide first-year Criminology students. The study used a stratified random sampling method and analyzed factors such as personal interest, self-efficacy, perceived nature of work, job prospects, and social-environmental influences. The findings revealed that intrinsic factors like personal interest and the perceived nature of work were highly influential, while extrinsic factors like job prospects also played a significant role. No significant differences were observed in the level of influence when respondents were grouped according to their demographic profile, indicating that both male and female students from diverse educational backgrounds were similarly motivated. The study concluded that freshmen in the Criminology program were motivated by both intrinsic factors (e.g., personal interest) and extrinsic factors (e.g., job prospects), regardless of their age, gender, or Senior High School strand completed. Based on these findings, recommendations for students, parents, teachers, and institutions were provided, focusing on fostering career self-awareness, supporting decision-making, and improving guidance systems. The study also suggested areas for future research, including a broader examination of factors influencing career choices and the impact of social support on students' career decisions.

Keywords: Criminology

Introduction

The factors influencing freshmen's preference for the Bachelor of Science in Criminology program are investigated in this study. Knowing why students select this degree is essential given the rising need for specialists in criminal justice, forensic science, and law enforcement. By identifying the institutional, cultural, and personal elements that influence these choices, the study seeks to shed light on the goals and motives of first-year criminology students.

Although more students are enrolling in criminology programs, little is known about what motivates first-year students to choose this discipline. This knowledge gap makes it more difficult for institutions and teachers to modify their curricula to better suit the requirements and expectations of their students.

For academic institutions to create successful recruitment campaigns and curriculum offerings, it is essential to comprehend the aspects that influence freshmen's preference for the criminology program. In order to guarantee that graduates are adequately equipped for the needs of the criminology profession, it also helps to match educational programs with students' professional goals and societal expectations.

Previous studies have highlighted the influence of family influence and support, students' work, and academic satisfaction are positively significant in terms of the career process and happiness (Kocak et al., 2021). Factors such as peer influence, academic preparation, and exposure to media representations of criminology have been shown to play significant roles in students' decisions. This research builds on these findings to provide a more comprehensive understanding of freshmen's motivations.

This study's main goal is to determine and examine the variables affecting freshmen's inclination toward the criminology program. It specifically aims to ascertain the degree to which intrinsic and extrinsic factors play a role in their decision-making process.

Statement of the Problem

This study aimed to describe what are the factors behind Freshmen's Preference for the Criminology Program.

Specifically, the researcher wanted to answer the following questions:

1. What is the demographic profile of the freshmen in terms of age, gender, and senior high school strand completed?
2. What is the level of influence of the following intrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in the context of personal interest, self-efficacy, and perceived nature of work?
3. What is the level of influence of the following extrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in terms of job prospects and social-environmental influences?
4. Is there a significant difference in the level of influence of intrinsic and extrinsic factors when they are grouped according to the demographic profile of the respondents?

Hypotheses of the Study

H₀₁. There is no significant difference in the level of influence of intrinsic and extrinsic factors when they are grouped according to the demographic profile of the respondents.

Objectives of the Study

This study aimed to describe what are the factors behind Freshmen's Preference for the Criminology Program.

Specifically, it sought:

1. Determine the demographic profile of the freshmen in terms of age, gender, and senior high school strand completed.
2. Identify the level of influence of the following intrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in the context of personal interest, self-efficacy, and perceived nature of work.
3. Identify the level of influence of the following extrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in terms of job prospects and social-environmental influences.
4. Ascertain the significant difference in the level of influence of intrinsic and extrinsic factors when they are grouped according to the demographic profile of the respondents.

Significance of the Study

This study will be useful for raising awareness of and revealing important information about the various

factors behind freshmen's preference for the criminology program. Specifically, this study will be significant for the following:

To prospective students, the five factors that this study expounded could help them in the decision-making process as to what program to choose.

To the parents, the results of this study can be a relevant tool in assessing the advantages and disadvantages to their family members in pursuing a Bachelor of Science in Criminology.

To guidance counselors, this study can also guide them in facilitating and supporting a healthy and effective career choice for graduates from BS Criminology based on objective analysis of students' preferences and capabilities.

Colleges and universities, offering the Bachelor of Science in Criminology program can also benefit from this study as they can utilize the results accordingly to maximize student recruitment and retention in the program.

Lastly, to future researchers, the outcome of this study would serve as one of the bases for further research concerning the factors influencing the program choice of first-year college students.

Scope and Delimitation of the Study

This study was delimited to determine the factors behind freshmen's preference for criminology program. The respondents of this study were Bonafide first-year criminology students of Don Carlos Polytechnic College enrolled in the second semester of A.Y. 2021-2022.

Definition of Terms

The following terms are theoretically and operationally defined for easy understanding as it is used in the study:

Age. Age refers to the length of time during which the respondent has existed.

Criminology. Criminology is the study of crime and criminal behavior, informed by principles of sociology and other non-legal fields, including psychology, economics, statistics, and anthropology (Maryville University).

Extrinsic Factors. Extrinsic factors refer to forces outside the person; they could be social or environmental.

Freshmen. Freshmen are students in the first year of a program of study in a college or university.

Gender. Gender refers to the characteristics of women, men, girls, and boys that are socially constructed (World Health Organization).

Intrinsic Factor. Intrinsic factors influence an individual based on personal perspective.

Job prospect. Job prospect refers to a person's potential ability to apply for a get a particular job (Indeed Career Guide).

Perceived nature of work. Perceived nature of work refers to students' perception of a career and how it affects their career choices (Liaw et al., 2017).

Personal Interest. Personal interest refers to the student's personal interest in their chosen professions in terms of career choices (Liaw et al., 2017).

Program Choice. Program Choice is the opportunity for an individual to choose whether and what program is the best fit for them.

Self-efficacy. Self-efficacy in career decisions refers to a person's belief in his capabilities to engage and succeed in profession-related tasks (Ambiel and Noronha 2016).

Senior High School. Senior High School is the last phase in the implementation of the K-12 program where there are various specializations or strands to specialize in (Edukasyon.ph).

Social-environmental influences. Refers to all the effects of man's interaction with man in the process of living in his natural environment (Wilmer, 2017).

Review of Related Literature and Studies

This chapter presents the relevant literature and studies after a thorough and in-depth search by the researchers to elucidate and provide context to the variables of the study. It is divided into two parts, namely: Bachelor of Science in Criminology program; and factors influencing student career choice.

1. Bachelor of Science in Criminology program

Commission on Higher Education (CHED) Memorandum Order (CMO) No. 5 Series of 2018 is an official document discussing the revised policies, standards, and guidelines for the Bachelor of Science in Criminology program in the Philippines. According to the CMO, Bachelor of Science in Criminology is a four-year program that is comprised of general education and professional courses. Its mission is to provide the community with professionally competent and morally upright graduates who can deliver efficient and effective services in crime prevention, crime detection and investigation, law enforcement, and custody and rehabilitation of offenders.

2. Factors influencing student career choice

One of the most difficult and crucial phases that entering first-year college students will go through is choosing a career (Almutary and AlMoteri, 2020). The career choice process is complex and, when it is not optimized, this can lead to an increased risk of course dropout and evasion in Higher Education (Hsiao et al., 2016). To increase and improve enrollment, higher education institutions should investigate the important elements influencing future professionals' job decisions, incorporate these factors into their policies during student recruiting, and design appropriate career counseling services.

Personal interest, self-efficacy, perceived nature of the work, healthcare environment, job prospects, and social influences were shown to be common elements affecting nursing students' decision to pursue a healthcare career (Liaw, 2018). In a study of the influence of environmental factors on career choice among secondary school students, the environment used by the scholars refers to the social environment, not the physical (Younyi, 2020). The set of factors that shall be used for this study on Bachelor of Science in Criminology freshmen students are the five factors subdivided into intrinsic (personal interest, self-efficacy, and perceived nature of work) and extrinsic factors (job prospects and social-environmental influences).

2.1. Personal Interest

Personal interest is the students' unique interest in the careers they have chosen to pursue, according to Liaw et al. (2017). Because it promotes learning, leads academic and professional pathways, and enhances learning, this strong motivational process is essential for academic achievement. Personal interest helps people develop a predilection for a certain subject or field, which ultimately influences their decision to pursue a job (Harackiewicz et al., 2016).

Numerous studies conducted in different countries and cultures support the notion that students' career choices are significantly affected by their personal interests. It is a crucial element influencing the students' career choice options in Kenya, according to a study by Nyamangwe (2016). It was concluded that developing and sustaining a person's interest in a vocation requires prior information about that career. This aids in a person's preparation for the professional requirements and decision to enter based on

knowledge gained from research and consultations, training, exposure, mentoring, commitment, motivation, and networking with those already employed in the area of interest.

Another study by Vickneswaran and Balasundaram (2013) found that second-year Management Studies & Commerce students at the University of Jaffna, Sri Lanka, gave the most weight to personal or self-factors when making career decisions. Personal factors—occupational factors, market and geographic factors, university factors, and family relationships—showed the highest mean score of 3.7988 and the lowest standard deviation value of .45013.

In addition, a systematic evaluation of 30 articles by Akosah-Twumasi et al. (2018) identified personal interest as the main factor influencing students' job choices in individualistic settings. Six research from the literature on intrinsic variables believed that choosing a life-long career was influenced by one's personal interests. According to one survey, young people base around 50% of their employment decisions on their personal interests. According to a different study, pupils from metropolitan areas are more inclined to prioritize their personal interests over those of society.

In the Bachelor of Science in Criminology program, personal interest can also be linked to a student's liking to internalize the concepts of human rights and victim welfare, laboratory work, and investigation. General core subjects involving human rights and victim welfare are Introduction to Philippine Criminal Justice System, Human Rights Education, Criminal Law Books 1 and 2, Evidence and Criminal Procedure, and Court Testimony. Laboratory activities are also found in the curriculum, including Forensic Photography, Personal Identification Techniques, Forensic Chemistry and Toxicology, Lie Detection Techniques, and Forensic Ballistics. There are also professional subjects that introduce the law enforcement functions and proper investigation, such as Fire protection and Arson Investigation, Traffic management and accident Investigation with Driving, and Law Enforcement Operations and Planning with Crime Mapping (CMO No. 05, s. 2018).

Martin (2014) cited that it is better to go for a program where the student is curious and interested. His abilities go well rather than going for a course in which the student's abilities are not compatible, which can lead him to failure. Curiosity about handling criminal cases, criminal behavior, and juveniles was ranked 2 out of 10 regarding internal factors in the motivating factors of non-criminology graduates in joining the Philippine National Police (Mojales, et al., 2015). Also, they found out that when people are intrinsically motivated, they experience interest and enjoyment, feel competent and self-determining, and perceive the locus of causality for their behavior to be internal. People who choose careers that match their personal interests are usually successful and they can get greater satisfaction and happiness when working in their field of interest (Humayon et al., 2018).

In other programs, personal interest can also be described through a common goal of public servants, which is to help people. An empirical evaluation of undergraduate criminal justice majors by Walters and Kremser (2016), indicated that motivational factors did not differ by class standing. However, regardless of class standing, students reported that helping others and the interesting nature of the subject matter were their two strongest motives for seeking a criminal justice career, and wearing a uniform and power were the two weakest motives for seeking a criminal justice career. In addition, using a narrative inquiry, in a research article by Trebilcock and Griffiths (2022), three types of stories emerged through their analysis as motivating factors in studying criminology: stories about (1) building on existing interests, (2) understanding the 'self', and (3) securing 'justice' and 'helping' others. In terms of demographic setting, studies found that no significant difference can be attributed to gender in relation to their interest. Kazi and Akhlakq (2017) surveyed middle school students from Pakistan and found out that a student's primary

reason for choosing a career path is their interest in that subject. Moreover, the very few females who enroll in Criminology are motivated by personal interests and career opportunities (Colico et al., 2015). In Davao Oriental State University (DOOrSU), a state-funded higher education institution (HEI) located in the City of Mati, Davao Oriental, currently offers an undergraduate program in Criminology, since its opening in 2009, the program has been male-dominated, although not verified by any gender study (Villegas et al., 2022). However, they also found out that there was no difference in the student's career choices among males and females, and was not a hindrance in deciding their career path. Another study entitled "Preference in Senior High School Track" by Moneva (2019) showed that both males and females show great interest in HUMSS careers; they chose the HUMSS track in Senior High School and students with HUMSS strand can proceed to the field of criminology (Abella, 2018).

2.2. Self-efficacy

Ambiel and Noronha (2016) define self-efficacy in career decisions as a person's confidence in his ability to participate in and be successful in tasks linked to his line of work. Based on their interests, students often develop a sense of self-efficacy or proficiency in particular disciplines. The development of a student's goals, participation in information search tasks, and task planning for future actions are all influenced by environmental factors and contextual circumstances. The research done by Ameyaw and Anto supported this (2018). They observed how the lack of a comfortable setting deterred pupils from reading, which would have an impact on their performance and sense of competence.

However, a study conducted at St. Paul College of Bocaue by Tus (2020) concluded that the respondents' level of self-efficacy was high. Students feel assured that they will be able to learn the classroom discussion and excel in their assessment, and they tend to be more intrinsically motivated to discover new knowledge. Moreover, Womack (2014) found that self-efficacy plays a crucial role in students' self-esteem and their belief that they cannot only choose a career but complete the tasks associated with achieving that career. In particular, self-efficacy may be a vital cognitive factor that mediates the education behavior of students considering technical or scientific fields.

Bachelor of Science in Criminology has had a reputation as a difficult program. Training for its students is a selective process because it maintains a quality standard in terms of the graduates that are produced. Thus, the researchers believed that self-efficacy could strongly influence students' choice to pursue the program or not, based on how they perceive their capabilities and strengths concerning the program.

2.3. Perceived nature of work

The perceived nature of work refers to students' perceptions about careers and how that affects their career choices, as stated by Liaw et al. (2017). According to research by Ogunyewo et al. (2015) conducted among Nigerian high school students, people's perceptions of vocations vary. It demonstrates that students believed that the nursing career was valued by society, included helping others, paid well, required brains, and was typically reserved for women.

Despite the wide range of professional perceptions, some research revealed that students' career decisions have been influenced by favorable impressions of particular careers. The results of a study on Generation Y by Hurst and Good (2012) have shown that earlier favorable impressions and experiences in a certain field most likely influenced their decision to pursue that career path. In the study by Fizer (2013), it was revealed that students believe their projected careers will positively impact the world, which is why they enrolled in agriculture.

Moreover, students may choose a preparation in college that will land them a more practical job supported by the study of Safarmamad (2019), where students decided to enroll in Initial Vocational Education and

Training (IVET) Lyceums in Tajikistan because of hands-on experience. In another study by Pascual (2014), the students' first consideration in choosing a college course is the availability of possible work. This could be the expected response of students since nowadays; graduates find it challenging to find a job even if they have already finished well-known courses such as nursing and education courses. Also, students' advantage is to work with their skills and they have the potential to pursue their careers because the skill they have is appropriate for their courses (Martin et al., 2014).

2.4. Job Prospects

The psychometric tool created by Liaw et al. (2017) indicated "job prospects" as a factor in deciding a student's career path. According to Ehsan et al. (2012), it is the perceived opportunity, stability, and income that comes with a career choice and is also thought to have an impact on job satisfaction, which is the objective of almost all aspiring professionals. Therefore, taking into account job prospects when choosing a career will help one to obtain additional chances and job security. A study by Mainasara et al. (2016) highlighted the direct, albeit not particularly strong, link between financial outcomes and job opportunities in the future and students' career decisions.

Another study done by Nyamwange (2016) demonstrates that there are numerous causes for why people get interested in developing their professions. They range from increasing their income to learning more about their professions. Increasing their income is, nevertheless, the key motivation. Taking on new challenges and risks, taking advantage of timely opportunities, gaining experience, the career's marketability, and improving one's future are other important factors. Choi and Kim conducted a comparable investigation in Korea as well (2013). They discovered that students choose a style of education that prepares them for the real world and allows them to select their careers based on pay, job possibilities, and advancement potential.

When choosing a college program, students take into account appealing variables including employment chances, career opportunities, professional progress, and salary rates. Because of this, the researcher determined that one of the elements influencing freshmen's decision to enroll in the Bachelor of Science in Criminology program was job prospects.

2.5. Social-environmental influences

Even though choices are made by the individual, social and environmental factors have a vital role in choice. According to Wilmer (2017), social environment refers to all the effects of man's interaction with man in his living in his natural environment. The student's social environment includes the family, peer group, school, religious organization, and to a large extent, the society to which they belong.

Fouad et al. (2016) stressed that family influences both between the United States and the Indian population in their career decision-making. Another research conducted by Hsiao and Nova (2016) revealed that significant people as non-influential in the decision to pursue an accounting career had been rejected. Regarding this factor, most individuals have started to ask for information and discuss with friends their professional interests.

Furthermore, an empirical study revealed that many Criminology students chose the course influenced by their interest and consumption of various forms of crime media. In the findings of Trebilcock and Griffiths (2021), students revealed that criminology would be a good 'fit' because of consuming many different types of crime media, including printed and digital news, TV dramas, documentaries, films, and crime fiction. Aside from that is the social media atmosphere that the students are exposed to. In the study of Reddy (2014), current trends and global patterns indicate increasing use of social media by students and that they use this platform to seek university course information.

For this factor, the researcher anticipated that crime media, social media, and society's experience might influence the program choice of Bachelor of Science in Criminology freshmen. Also, hearing and learning about the future profession from significant others or family is likely a reason why they decided on the program.

The decision to pursue a career is ultimately up to the individual, but social-environmental factors may influence that choice. Family, peers, crime media, and social media do influence one's profession decision, as the studies cited above found. The researcher made a similar supposition for its intended audience, the first-year students enrolled in the Bachelor of Science in Criminology program at Don Carlos Polytechnic College.

Conceptual Framework

The Social Cognitive Career Theory (SCCT) serves as the foundation for the study Factors Behind Freshmen's Preference for Criminology Program. SCCT places a strong emphasis on how behavioral, environmental, and personal factors interact to influence career decisions. This theory highlights students' ideas about their skills and how their interests connect with their chosen sector, offering a framework for understanding how intrinsic elements, such self-efficacy and personal interest, influence their selections. Additionally, by offering external motivators like financial stability, societal expectations, and growth chances, SCCT tackles extrinsic elements, such as job prospects and social-environmental impacts, which determine career decisions. Through the integration of external possibilities and barriers with intrinsic motives, SCCT provides a thorough explanation of why first-year students choose to major in criminology.

Methodology

This chapter presents the methodology of the study. This includes the research design, the research locale, the respondents of the study, the scoring procedure, the administration of the instrument, and the treatment of data.

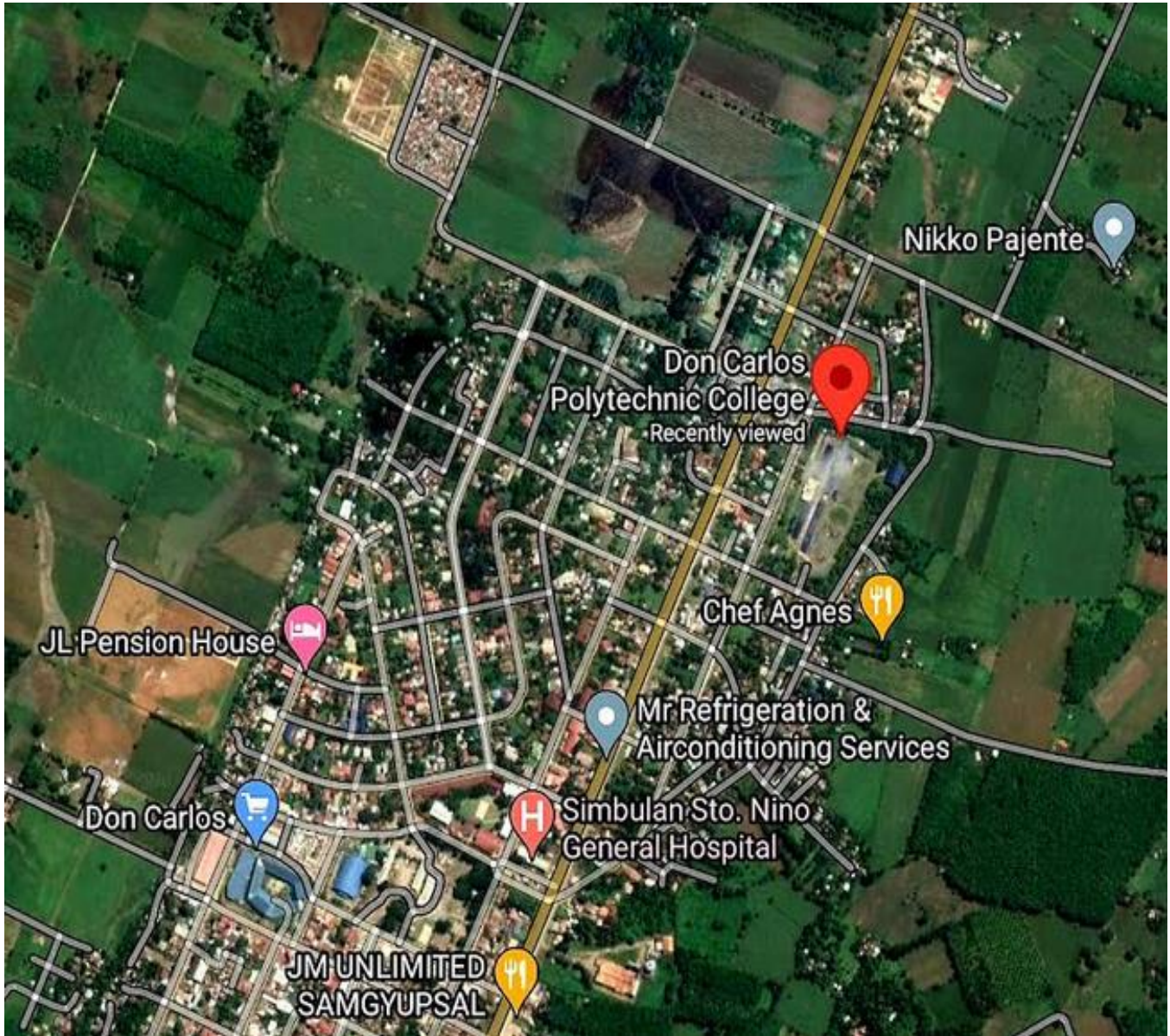
Research Design

This study used a descriptive research design. This design investigates specific and prevalent phenomena by collecting data. It describes the relationship between variables of interest as they exist in a defined population. This approach suited the present study best since the researcher sought to determine the level of influence of the intrinsic and extrinsic factors and the program choice of the Bachelor of Science in Criminology freshmen.

Research Locale

The study was conducted at Don Carlos Polytechnic College, located at Purok 2, Norte, Don Carlos, Bukidnon. The college is composed of Bachelor of Secondary Education major in English, Filipino, Math and Science, Bachelor of Elementary Education, and Bachelor of Science in Criminology. The researcher selected Don Carlos Polytechnic College as the study site due to its accessibility and the observed increase in student enrollment in criminology programs over recent years. This study aimed to explore the factors influencing freshmen's preference for the Criminology program at the institution.

Figure 2. The Geographical Location of Don Carlos Polytechnic College.



Respondents of the Study

The respondents of this study were bona fide first-year students of Don Carlos Polytechnic College (DCPC), enrolled in the Bachelor of Science in Criminology program for the academic year 2021-2022. Freshmen from Science, Technology, Engineering, and Mathematics (STEM), Accountancy, and Business Management (ABM), Humanities and Social Sciences (HUMSS), General Academics Strand (GAS), or Technical-Vocational-Livelihood (TVL) strands who graduated from SHS were accepted in this study. Moreover, irregular first-year students are excluded e.g., shifters from other programs and repeating first-year Bachelor of Science in Criminology students. To verify that the selected respondents are bona fide first-year Bachelor of Science in Criminology students of DCPC, the researcher asked the registrar's office for the list of regular students in the second semester of the AY 2021-2022.

Sampling Procedure

This study utilized a stratified random sampling method. The sections of the freshmen population served

as strata and the sample was composed of randomly selected individuals from each of these strata.

$$n = \frac{N}{1 + Ne^2}$$

Figure 3. Yamane’s formula for sample size

Where n = sample size, N = population size, e = margin of error

Figure 3 shows Yamane’s formula by Taro Yamane in 1967. This formula was used by the researcher to compute the sample size, with confidence level and margin of error of 95% and 5%, respectively. With 21 sections, 842 first-year Bachelor of Science in Criminology students served as the population for this study, and using Yamane’s formula, the sample size obtained was 272. The complete list of the strata is shown in Table 1 with the number of respondents selected from each. The number of populations was requested from the registrar’s office of the institution.

Table 1 Distribution of Respondents by Section

Strata (sections)	Population	Calculated sample size
BS Criminology 1A	47	15
BS Criminology 1B	43	14
BS Criminology 1C	46	15
BS Criminology 1D	40	13
BS Criminology 1E	39	13
BS Criminology 1F	51	16
BS Criminology 1G	43	14
BS Criminology 1H	44	14
BS Criminology 1I	43	14
BS Criminology 1J	38	12
BS Criminology 1K	47	15
BS Criminology 1L	37	12
BS Criminology 1M	42	14
BS Criminology 1N	51	16
BS Criminology 1O	38	12
BS Criminology 1P	40	13
BS Criminology 1Q	40	13
BS Criminology 1R	52	17
BS Criminology 1S	43	14
BS Criminology 1T	18	6
Total	842	272

Data Gathering Procedure

The study's purpose was conveyed to the respondents before the researcher gave them the self-made questionnaire. The questionnaire was delivered to respondents with enough time to complete it. Also, the researcher herself was the only one who could react to the respondents' questions. Only the respondents who were designated were projected in the data once the data were encoded and compiled.

Research Instrument

The researcher used a self-made questionnaire which is composed of two parts.

The first part of the questionnaire is about the demographic profile of the respondents in terms of age, gender, and Senior High School Strand completed. The second part is for the Factors influencing Program Choice of the Bachelor of Science in Criminology freshmen. The items were developed to be rated on a five-point Likert rating scale (5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree), with higher scores indicating more influential career attributes and lesser scores indicating less influential career attributes.

Administration of the Instrument

The researcher submitted a letter to the Office of the President of Don Carlos Polytechnic College to seek approval to continue the conduct of the study.

The researcher submitted a letter of request for the accession of the number of officially enrolled regular Bachelor of Science in Criminology freshmen for the second semester of the academic year 2021-2022 to the head of the DCPC registrar's office.

The researcher solved the sample size using Yamane's formula after obtaining the number and list of names of DCPC Bachelor of Science in Criminology freshmen.

The researcher conducted pilot testing on selected respondents via stratified random sampling.

Validity of the Instruments

The pilot-testing phase of the instrument was administered to a small group of the population. The researcher launched a sample of 41 questionnaires to 41 students. Additionally, according to Perneger et al. (2015), sample sizes of 30 or more should be preferred for pre-tests whenever possible, to achieve a reasonable power to detect fairly prevalent problems. The questionnaire attained .92 of Cronbach's Alpha, and the researcher administered the questionnaire herself to the respondents. Respondents were assured of the confidentiality of the data gathered by answering the questionnaire.

Scoring Procedure

To analyze the data gathered through the self-made questionnaire as well as to summarize the collected data, descriptive statistics was utilized in this study. From their Likert-type scale responses, the respondents' mean scores will be computed for interpretation as shown in Table 2.

Table 2 Scoring Procedure

Scale	Mean score range	Qualitative Description	Result Interpretation
5	4.20-5.00	Strongly Agree	Very High Level
4	3.40-4.19	Agree	High Level
3	2.60-3.39	Uncertain	Moderate Level
2	1.80-2.59	Disagree	Low Level
1	1.00-1.79	Strongly Disagree	Very Low Level

Statistical Treatment

The following statistical tools were used in this study:

To determine the demographic profile of the respondents, frequency counts and percentages were applied.

To determine the level of influence of the intrinsic, and extrinsic factors, mean and standard deviation were utilized.

To determine the significant difference in the level of influence of intrinsic and extrinsic factors when they are grouped according to demographic profile, ANOVA and independent t-tests were utilized.

Presentation, Analysis, and Interpretation of Data

This chapter dealt with the presentation, analysis, and interpretation of data. The order of presentation is based on the order of the specific problems in the statement of the problem.

It includes the demographic profile of the respondents in terms of age, gender, and Senior High School Strand completed. Also, the factors influencing the program choice of the Bachelor of Science in Criminology freshmen were highlighted.

Table 3. Demographic profile of the freshmen in terms of age, gender, and strand.

Age	F	%
18	6	2.2
19	125	45.9
20	88	32.4
21	38	14.0
22	15	5.5
Total	272	100
Gender		
Male	161	59.2
Female	111	40.8
Total	272	100

Strand	F	%
1. Science, Technology, Engineering, and Mathematics (STEM)	7	2.6
2. Accountancy, Business, and Management (ABM)	8	2.9
3. Humanities and Social Sciences (HUMSS)	171	62.9
4. General Academics (GAS)	39	14.3
5. Technical-Vocational-Livelihood (TVL) track	47	17.3
Total	272	100

The demographic profile of the freshmen reveals key insights into the composition of students enrolled in the Criminology program at Don Carlos Polytechnic College. In terms of age, the majority of students are 19 years old, accounting for 45.9% of the total population, followed by 20-year-olds (32.4%). Students aged 18 comprise only 2.2% of the cohort, while older students aged 21 and 22 represent 14.0% and 5.5%, respectively. This distribution suggests that most students are within the typical age range for college freshmen, though a significant portion includes slightly older individuals, which could reflect delayed entry or other life circumstances.

In terms of gender, male students dominate the program, making up 59.2% of the cohort, compared to

40.8% for females. This gender imbalance highlights the potential perception of criminology as a male-oriented field, possibly influenced by societal norms or traditional career expectations.

Regarding academic strands, a significant majority of students (62.9%) come from the Humanities and Social Sciences (HUMSS) track, which aligns closely with the Criminology program's focus on human behavior and societal issues. The second largest group, 17.3%, comes from the Technical-Vocational-Livelihood (TVL) track, indicating a practical, skill-based background. General Academics (GAS) students comprise 14.3%, while those from Science, Technology, Engineering, and Mathematics (STEM) and Accountancy, Business, and Management (ABM) represent the smallest shares, at 2.6% and 2.9%, respectively.

These findings suggest that the program attracts students primarily from tracks aligned with criminology's core subjects, such as HUMSS, while those from STEM and ABM show less interest. The implications of these demographics point to the need for targeted recruitment efforts, particularly among underrepresented groups, such as females and students from STEM or ABM tracks, to diversify the student population and broaden perspectives within the field.

According to Villegas et al. (2022), this shows that the majority of responders are men, underscoring the fact that the Bachelor of Science in Criminology program is still dominated by men. Furthermore, in line with Abella's (2018) observations, the results indicate that students who are interested in a career in criminology are more likely to enroll in the Humanities and Social Sciences (HUMSS) strand in senior high school. This strand's emphasis on social sciences, human behavior, and societal dynamics—all of which are fundamental to criminology—may be the reason for its popularity. Additionally, according to Almutary and Al-Moteri (2020), choosing a job is one of the most complex and important phases for entering first-year college students. This intricacy emphasizes how crucial it is to provide students with effective guidance throughout this time of transition so they may match their academic decisions with their long-term professional goals, hobbies, and strengths.

Table 4 Level of influence of the intrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in the context of personal interest.

Indicator	Mean	SD	Interpretation
I chose the Bachelor of Science in Criminology program because...			
1. I desire to help others.	4.63	.561	Very High Level
2. I desire a fulfilling career.	4.59	.549	Very High Level
3. It was my dream or ambition.	4.48	.687	Very High Level
4. I want to wear law enforcement uniforms.	4.48	.734	Very High Level
5. I desire to promote social justice.	4.48	.782	Very High Level
Overall	4.53	.446	Very High Level

Scale	Mean Interval	Qualitative Description	Result Interpretation
5	4.20-5.00	Strongly Agree	Very High Level
4	3.20-4.19	Agree	High Level
3	2.60-3.19	Uncertain	Moderate Level

2	1.80-2.59	Disagree	Low Level
1	1.00-1.79	Strongly Disagree	Very Low Level

The table illustrates the level of influence of intrinsic factors, particularly personal interest, on the program choice of Bachelor of Science in Criminology freshmen. The data reveals that all the indicators were rated as "Very High Level," with mean scores ranging from 4.48 to 4.63. The highest-rated factor, with a mean of 4.63 and a standard deviation of 0.561, is the desire to help others, indicating that students are highly motivated by altruistic goals. The desire for a fulfilling career follows closely with a mean of 4.59 (SD = 0.549), reflecting the importance of personal satisfaction and long-term career fulfillment in their decision-making.

Equally influential are factors related to personal aspirations and societal contributions, such as achieving a dream or ambition (M = 4.48, SD = 0.687), the appeal of wearing law enforcement uniforms (M = 4.48, SD = 0.734), and the desire to promote social justice (M = 4.48, SD = 0.782). The uniform standard deviations across these indicators suggest a relatively consistent agreement among respondents regarding these intrinsic motivators. The overall mean of 4.53 (SD = 0.446) underscores the strong role of personal interest in shaping program choices.

These findings imply that intrinsic motivations, rooted in personal values and aspirations, significantly drive freshmen to choose the Criminology program. This emphasizes the importance of aligning academic offerings and career pathways with students' desire for meaningful and impactful careers. Institutions can leverage these insights by emphasizing the program's role in social justice, community service, and personal fulfillment in their promotional strategies.

Personal interest indeed prepares individuals to establish a preference toward a particular subject or field, eventually influencing their decision to enter a career (Harackiewicz et al., 2016). Hence, helping others is one of the strongest motives for seeking a criminal justice career, and wearing a uniform and power were the two weakest motives for seeking a criminal justice career (Walter and Kremser, 2016).

Table 5 Level of influence of the intrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in the context of self-efficacy.

Indicator	Mean	SD	Interpretation
I chose the Bachelor of Science in Criminology program because...			
1. I find it easy to follow instructions and procedures.	4.24	.716	Very High Level
2.. It reflects well on my academic ability.	4.23	.769	Very High Level
3. I can make autonomous (my own) decisions at work.	4.20	.776	Very High Level
4. I want to choose a program that is more deserving of my good grades.	4.08	.767	High Level
5. I can sit down and spend hours reading textbooks.	3.97	.915	High Level
Overall	4.14	.560	Very High Level

Scale	Mean Interval	Qualitative Description	Result Interpretation
5	4.20-5.00	Strongly Agree	Very High Level
4	3.20-4.19	Agree	High Level
3	2.60-3.19	Uncertain	Moderate Level
2	1.80-2.59	Disagree	Low Level
1	1.00-1.79	Strongly Disagree	Very Low Level

The table presents the level of influence of intrinsic factors, specifically self-efficacy, on the program choice of Bachelor of Science in Criminology freshmen. The data indicates that self-efficacy factors generally exhibit an "Very High Level" of influence, with mean scores ranging from 3.97 to 4.24. The highest-rated indicator, "I find it easy to follow instructions and procedures," has a mean of 4.24 (SD = 0.716), suggesting that students' confidence in their ability to adhere to structured guidelines strongly influences their choice. Similarly, the perception that the program reflects well on their academic abilities (M = 4.23, SD = 0.769) and enables autonomous decision-making at work (M = 4.20, SD = 0.776) also rank as very influential.

However, other factors, such as choosing a program deserving of their good grades (M = 4.08, SD = 0.767) and the ability to dedicate time to intensive study (M = 3.97, SD = 0.915), are rated with a "high level" of influence. The slightly lower mean and higher standard deviation for the latter suggest variability in students' confidence in their study habits.

The overall mean score of 4.14 (SD = 0.560) reflects a generally "high level" of influence of self-efficacy on program choice. This suggests that students' belief in their capabilities and alignment of their skills with the program requirements play a significant role in their decision-making process.

This emphasizes the importance of building students' self-confidence and highlighting how their abilities align with the demands and opportunities in the Criminology program. Institutions can achieve this through pre-enrollment seminars, skill development workshops, and personalized academic counseling. Second, the variability in the ability to dedicate extensive time to study suggests the need for support systems, such as study skills training and time management programs, to help students succeed academically. By addressing these aspects, institutions can better nurture students' self-efficacy and commitment to their chosen field.

Table 6 Level of influence of the intrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in the context of perceived nature of work

Indicator	Mean	SD	Interpretation
I chose the Bachelor of Science in Criminology program because...			
1. It is a respected job.	4.53	.670	Very High Level
2. It makes a positive impact on the world.	4.47	.659	Very High Level
3. I want a more hands-on job	4.40	.658	Very High Level
4. It is a highly skilled occupation	4.36	.716	Very High Level
5. It is an in-demand job	4.19	.815	High Level
Overall	4.39	.494	Very High Level

Scale	Mean Interval	Qualitative Description	Result Interpretation
5	4.20-5.00	Strongly Agree	Very High Level
4	3.20-4.19	Agree	High Level
3	2.60-3.19	Uncertain	Moderate Level
2	1.80-2.59	Disagree	Low Level
1	1.00-1.79	Strongly Disagree	Very Low Level

The table examines the level of influence of intrinsic factors related to the perceived nature of work on the program choice of Bachelor of Science in Criminology freshmen. The findings show that most indicators are rated as "Very High Level," with mean scores ranging from 4.19 to 4.53. The highest-rated factor, "It is a respected job," has a mean score of 4.53 (SD = 0.670), indicating that the prestige and social recognition associated with criminology significantly impact students' decision-making. Similarly, the belief that the job makes a positive impact on the world (M = 4.47, SD = 0.659) and offers a more hands-on approach (M = 4.40, SD = 0.658) are highly influential. The perception of criminology as a highly skilled occupation also resonates strongly, with a mean of 4.36 (SD = 0.716).

Notably, the indicator "It is an in-demand job" scored slightly lower at 4.19 (SD = 0.815), interpreted as "high level." While still significant, this slightly lower rating may suggest that students prioritize the intrinsic satisfaction and societal value of the profession over its immediate demand in the job market.

The overall mean score of 4.39 (SD = 0.494) indicates that the perceived nature of work in criminology is "Very High Level" in guiding program choice. These findings imply that students are drawn to criminology not only for its practical aspects but also for its societal relevance and personal fulfillment potential.

Educational institutions should emphasize the respected status and societal impact of the criminology profession in their promotional efforts to attract more students. Second, aligning program curricula and extracurricular opportunities with hands-on, skill-based training and community-oriented projects can further reinforce students' perception of the field's meaningfulness and practicality. These strategies can sustain student motivation and better prepare them for their future roles in criminology. Hurst and Good (2012) emphasized that prior positive perceptions and experiences in a particular profession most likely have led students to choose the career path.

Table 7 Level of influence of the extrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in terms of job prospects.

Indicator	Mean	SD	Interpretation
I chose the Bachelor of Science in Criminology program because...			
1. It provides opportunities.	4.55	.635	Very High Level
2. The future work will ensure me a good standard of living.	4.44	.741	Very High Level
3. It ensures a stable job.	4.41	.667	Very High Level
4. It ensures high income.	4.26	.877	Very High Level
5. I will never be unemployed.	4.08	1.040	High Level
Overall	4.35	.580	Very High Level

Scale	Mean Interval	Qualitative Description	Result Interpretation
5	4.20-5.00	Strongly Agree	Very High Level
4	3.20-4.19	Agree	High Level
3	2.60-3.19	Uncertain	Moderate Level
2	1.80-2.59	Disagree	Low Level
1	1.00-1.79	Strongly Disagree	Very Low Level

The table above highlights the level of influence of extrinsic factors related to job prospects on the program choice of Bachelor of Science in Criminology freshmen. The data shows that most indicators are rated as "Very High Level," with mean scores ranging from 4.08 to 4.55. The highest-rated factor, "It provides opportunities," has a mean of 4.55 (SD = 0.635), indicating that the availability of career opportunities is a primary consideration for students. Similarly, the perception that the future work will ensure a good standard of living (M = 4.44, SD = 0.741) and offer job stability (M = 4.41, SD = 0.667) are highly influential in shaping their decisions. The belief that the program ensures high income also holds significant weight, with a mean of 4.26 (SD = 0.877).

The indicator "I will never be unemployed," with a mean of 4.08 (SD = 1.040), is interpreted as "high level." This slightly lower score, combined with a higher standard deviation, suggests variability in students' confidence in the criminology program's ability to guarantee continuous employment, possibly due to economic uncertainties or competition in the field.

The overall mean score of 4.35 (SD = 0.580) reflects that job prospects are "Very High Level" in motivating students to choose the Criminology program. These findings underscore the importance of external rewards and career assurances in students' decision-making processes.

The implications of this analysis suggest that institutions should continue to emphasize the strong career opportunities, stability, and income potential associated with a criminology degree in their recruitment efforts. Additionally, they should provide accurate labor market information and career support services to enhance students' understanding of the field's opportunities and challenges. By addressing students' career-oriented concerns, institutions can help them make informed decisions and maintain their motivation throughout their academic journey.

Ehsan et al. (2012) concluded that perceived opportunity, stability, and income brought about by a career choice and is also considered to influence job satisfaction – the goal of almost all aspiring professionals. Hence, there is a relationship between financial outcomes and future job opportunities to the career choices among students (Mainasara et al., 2016).

Table 10 presents the following extrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in terms of social-environmental influences.

Table 8 Level of influence of the following extrinsic factors on the program choice of Bachelor of Science in Criminology freshmen in terms of social-environmental influences.

Indicator	Mean	SD	Interpretation
I chose the Bachelor of Science in Criminology program because...			
1. I am interested in a career that my teacher often mentions.	3.93	1.064	High Level
2. social media has inspired me.	3.81	1.070	High Level
3. My friends told me the importance of the program I chose.	3.67	1.094	High Level

4. I don't like going against the will of my friends.	3.67	1.143	High Level
5. My parents were the ones who made career decisions for me.	3.65	1.244	High Level
Overall	3.75	.863	High Level

Scale	Mean Interval	Qualitative Description	Result Interpretation
5	4.20-5.00	Strongly Agree	Very High Level
4	3.20-4.19	Agree	High Level
3	2.60-3.19	Uncertain	Moderate Level
2	1.80-2.59	Disagree	Low Level
1	1.00-1.79	Strongly Disagree	Very Low Level

The table examines the level of influence of extrinsic factors related to social-environmental influences on the program choice of Bachelor of Science in Criminology freshmen. All indicators are rated as "high level," with mean scores ranging from 3.65 to 3.93. The most influential factor, "I am interested in a career that my teacher often mentions," has a mean score of 3.93 (SD = 1.064). This suggests that teachers play a significant role in shaping students' career interests, possibly through discussions, guidance, or inspiration in the classroom. Social media also holds considerable influence, with a mean of 3.81 (SD = 1.070), highlighting the growing impact of digital platforms in informing and inspiring career choices. Friends also contribute significantly to students' decisions, as indicated by the factors "My friends told me the importance of the program I chose" (M = 3.67, SD = 1.094) and "I don't like going against the will of my friends" (M = 3.67, SD = 1.143). These findings suggest peer influence as a notable factor in program choice, whether through encouragement or conformity to group norms. Parental involvement, while slightly lower, still plays a significant role, as shown by the indicator "My parents were the ones who made career decisions for me" (M = 3.65, SD = 1.244).

The overall mean score of 3.75 (SD = 0.863) reflects that social-environmental influences are "high level" in shaping program choices. However, the relatively high standard deviations across the indicators suggest diverse experiences among the respondents regarding the impact of these factors.

The findings imply that social and environmental influences, such as guidance from teachers, exposure to social media, and encouragement from peers and parents, significantly shape students' program choices. Institutions can leverage these insights by engaging key influencers, such as teachers and parents, in career guidance programs. Moreover, they can utilize social media platforms to provide accurate and inspiring content about the criminology field, fostering informed decision-making among prospective students. Understanding these dynamics can help institutions create more targeted and effective recruitment strategies.

Although decisions are finalized by oneself, one of the significant attributes of choice is social-environmental influences. The study by Hsiao and Nova (2016) revealed that significant people as non-influential in the decision to pursue a career had been rejected.

Table 9 Test of significant difference on the level of influence when they are grouped according to the demographic profile of the respondents.

Variable	SS between	SS within	MS between	MS within	F/t	P – value
Age	.750	96.322	.188	.361	.520	.721
Gender					1.055	.292
Strand	.918	96.154	.230	.360	.637	.636

Table 9 shows that the influence when they were grouped according to the demographic profile of the respondents had no significant difference when the students were grouped according to Age ($F = .520$, $p - \text{value} = .721$), Gender ($t = 1.055$, $p - \text{value} = .292$) and Strand ($F = .637$, $p - \text{value} = .636$). Therefore, we fail to reject the null hypothesis “there is no significant difference in the level of influence when they are grouped according to demographic profile of the respondents. According to Kazi and Akhlakq, (2017), there was no difference in the student’s career choices among males and females, and was not a hindrance in deciding their career path. In general, people are more likely to select a specific academic or professional path if they anticipate a positive conclusion. Both men and women frequently employ "satisficing" tactics by selecting a college program that is thought to land them into a job with better opportunities and effectively converting their interests and aptitudes into career activities.

Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of findings, conclusions, drawn from the findings, and recommendations based on the findings.

Summary of Findings

Based on the data gathered, the major findings were the following:

The majority of the respondents were 19 years old, male and the Senior High School strand completed was HUMSS.

The level of influence of intrinsic factors in terms of personal interest is very high, self-efficacy is high, and the perceived nature of work is very high.

The level of influence of extrinsic factors in the context of job prospects is very high, and social-environmental influence is high.

Meanwhile, there was no significant difference in the level of influence when they were grouped according to their demographic profile in terms of age, gender, and Senior High School strand completed.

Conclusions

Based on the findings, the following conclusions are drawn:

The Bachelor of Science in Criminology is a male-dominated program and freshmen are from the HUMMS strand so it is possible that their decision to choose the program was already firmed when they were in Senior High School. Hence, Humanities and Social Sciences is a strand preparing students to pursue a college degree in liberal education.

The level of influence of intrinsic factors in terms of personal interest is very high, self-efficacy is high, and the perceived nature of work is very high). This means that the freshmen are intrinsically motivated. Job prospects noted a very high level of influence and a high level of influence for social-environmental influence. This means that students who chose a program of Bachelor of Science in Criminology are

extrinsically motivated.

Lastly, there is no significant difference in the level of influence of the intrinsic and extrinsic factors when the respondents are grouped according to their demographic profile. This means that males and females, of all ages with different strands completed were all intrinsically and extrinsically motivated in choosing the program. Therefore, we fail to reject the null hypothesis: “There is no significant difference in the level of influence of the intrinsic and extrinsic factors when the respondents were grouped according to their demographic profile.”

Recommendations

Based on the findings, and conclusion, the following recommendations are hereby offered:

Students are encouraged to pursue a vocation that matches their skill sets, interests, and potential, regardless of their age, gender, or senior high school strand completion. Students are urged to devise a method that would work for them and assist them in deciding on the right job.

Once students are in high school, attending job fairs, getting practical experience, learning about current and future job market trends, and participating in summer employment and extracurricular activities may be taken into consideration.

Parents can support the growth of their children's career goals by encouraging parental attachment through time and engaging with their children frequently at home. They may often spend time talking with their children about issues rather than forcing their opinions on them. Secondary school teachers can also support the growth of their student's academic self-efficacy, internal motivation, and goal-setting abilities by giving appropriate evaluations that accurately assess the student's potential.

Concerned governing bodies may investigate the consequences of the COVID-19 pandemic on the education sector, such as in the program choices of students, in further detail to develop positive outcomes from the relatively dreadful effects of such a health crisis.

In their recruitment efforts for the criminology program, colleges and universities may take professional objectives like employment prospects, the perceived nature of work, significance, and perks into consideration. They can then inspire pupils to consider occupations like those of criminology professors, BFP employees, PNP employees, BJMP employees, and many more. Additionally, colleges and institutions that offer the Bachelor of Science in Criminology degree may use social media platforms like Facebook as a recruitment tool to raise awareness of the curriculum and industry. It will be a helpful technique to raise public knowledge of work opportunities despite the pandemic.

Career guidance counselors are urged to provide culturally appropriate employment counseling as students decide their professional objectives. By making support tools available to teenagers and encouraging them to communicate their concerns about potential career paths, we can better comprehend their understanding and address their queries. Career counselors are urged to help students make wise job decisions by outlining career options they feel are pertinent and suitable for them based on an objective assessment of their interests and talents.

Future studies can consider undertaking a comparative analysis of the students' strategy and process for choosing a job to better meet the needs of students who want to expand their career alternatives. Additionally, they can research what parents and peers can do to support students as they explore their professional paths, which may provide useful information for the professions of mentoring and advising. They might also consider looking at a wider population to gain a better demographic picture of the elements affecting students' job decisions.

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