

Dual Roles, Shared Mission: Lived Experiences of Criminology Faculty Serving as Law Enforcers

Jufel D. Fernandez, Aizle F. Eres

College of Criminal Justice Education, Guimaras State University

DOI: <https://doi.org/10.47772/IJRISS.2026.100600724>

Received: 10 June 2026; Accepted: 15 June 2026; Published: 04 July 2026

ABSTRACT

This qualitative phenomenological study explored the lived experiences of criminology faculty members who concurrently serve as law enforcers. Guided by Moustakas' (1994) phenomenological approach, the study sought to understand how participants experience, interpret, and give meaning to their dual professional roles. Data were gathered through in-depth, semi-structured interviews with selected criminology faculty-law enforcers and analyzed using horizontalization, clustering of meanings, and synthesis of textural and structural descriptions. Findings revealed five emergent themes: Professional Enrichment Through Practice-Based Teaching, Role Strain Due to Dual Professional Responsibilities, Adaptive Coping Through Discipline and Time Management, Commitment to Service and Professional Identity Integration, and Resilience Amid Physical and Emotional Demands. Results showed that participants experienced teaching as enriched by real-world law enforcement practice, enhancing instructional relevance and professional fulfillment. However, they also encountered role strain due to overlapping schedules, physical exhaustion, and emotional pressure. Despite these challenges, participants employed disciplined time management, adaptive coping strategies, and resilience to sustain effectiveness in both roles. Teaching was perceived as an extension of public service, facilitating the integration of professional identities as educators and law enforcers. The essence of the lived experiences reflects a dynamic balance between fulfillment and strain, sustained by commitment to service, resilience, and professional responsibility. The study highlights the need for institutional support to promote well-being and sustainability among dual-role criminology faculty.

Keywords: Lived Experiences, Criminology Faculty, Serving, Law Enforcers

INTRODUCTION

Criminology and criminal justice education increasingly recognize the value of practitioner-educators, particularly faculty members who concurrently serve as law enforcers. These professionals are instrumental in bridging theoretical instruction and real-world practice, thereby strengthening experiential learning and professional competence among students (Paterson et al., 2021). Moreover, practitioner-educators contribute to the professional relevance of criminology programs by integrating operational experiences into academic instruction (Schulz, 2020).

Furthermore, collaboration between higher education institutions and law enforcement agencies has become an important component of police professionalization efforts. Such partnerships place dual-role professionals in situations where they must satisfy both academic and operational expectations (Paterson et al., 2021). Likewise, experiential and practice-based teaching has been emphasized as an effective approach in criminology education because it allows students to connect theoretical concepts with actual law enforcement situations (Finch et al., 2024).

In the Philippines, criminology education is closely intertwined with law enforcement practice because many faculty members actively serve in agencies such as the Philippine National Police and the Bureau of Jail Management and Penology. Their involvement in teaching strengthens students' preparedness for professional practice and licensure examinations through the integration of practical expertise into classroom instruction

(Albina et al., 2022). However, studies have shown that these practitioner-educators frequently encounter challenges related to workload management, time constraints, and work–life balance while fulfilling dual professional responsibilities (David & Mangaoang, 2020).

Similarly, local studies reveal that criminology faculty members who are also law enforcers experience difficulties associated with balancing academic obligations and operational duties. Overlapping schedules and workload demands often result in stress and fatigue among dual-role professionals (David & Mangaoang, 2020). Moreover, practitioner-educators rely on coping strategies such as time management, peer support, and family encouragement to effectively manage competing responsibilities (Villareal & Bautista, 2021).

Professional identity is likewise an important aspect of understanding criminology faculty serving as law enforcers. Faculty members who occupy dual roles often experience both pride and challenges associated with identity negotiation and role boundaries (Malacad & Dizon, 2019). At the same time, many law enforcers pursue teaching because of intrinsic motivations such as mentoring future professionals and contributing to the advancement of the criminology profession (Garcia & Perez, 2019).

Despite the recognized contributions of practitioner-educators, limited scholarly attention has been devoted to understanding their lived experiences from a phenomenological perspective. Existing studies largely focus on teaching effectiveness, professional outcomes, and work-related challenges, leaving gaps in understanding the meanings, aspirations, and coping mechanisms associated with dual professional roles (Delos Santos & Gerardo, 2020). Consequently, there remains a need to explore how criminology faculty members who serve as law enforcers perceive, interpret, and make sense of their experiences within the context of criminology education and law enforcement service (Paterson et al., 2021).

Therefore, this study was conducted to explore the lived experiences of criminology faculty members serving as law enforcers in Western Visayas. Specifically, the study sought to understand how participants navigate their dual responsibilities, manage challenges, and integrate their identities as educators and law enforcers. The findings are expected to provide valuable insights that may contribute to faculty support programs, institutional policies, and future research concerning practitioner-educators in criminology education (Delos Santos & Gerardo, 2020).

Statement of the Problem

This study aimed to determine the lived experiences of criminology faculty serving as law enforcer in Western Visayas.

Specifically, this study sought to answer the following questions:

1. What are the lived experiences of criminology faculty criminology faculty members being law enforcers?
2. What is the essence of the experiences?

METHODS

Research Design

This study employed a descriptive phenomenological research design to explore and describe the lived experiences of criminology faculty members who concurrently serve as law enforcers. Phenomenology focuses on understanding how individuals perceive, interpret, and make meaning of their experiences in relation to a particular phenomenon (Moustakas, 1994). Furthermore, the design allows researchers to uncover the essence of participants' experiences through in-depth exploration of their narratives (Creswell & Poth, 2018).

The descriptive phenomenological approach was deemed appropriate because the study sought to understand the

experiences, challenges, coping mechanisms, and professional aspirations of criminology faculty serving as law enforcers. Through this approach, the voices of the participants were captured and interpreted based on their lived realities, providing a deeper understanding of the phenomenon under investigation.

Participants of the Study

The participants of the study consisted of four (4) criminology faculty members who were concurrently serving as active law enforcers in Western Visayas. They were selected through snowball sampling, a non-probability sampling technique commonly used when participants possess specialized characteristics or experiences relevant to the study (Creswell & Poth, 2018).

To qualify for participation, individuals were required to be actively serving in a law enforcement agency such as the Philippine National Police (PNP) or the Bureau of Jail Management and Penology (BJMP), currently teaching professional or major criminology subjects, and have at least three consecutive semesters of teaching experience. These criteria ensured that participants possessed substantial exposure to both academic and law enforcement environments.

Research Instrument

The primary instrument utilized in the study was a semi-structured interview guide. Semi-structured interviews provide flexibility by allowing participants to freely express their experiences while ensuring that the objectives of the study are addressed (Kallio et al., 2016). This instrument enabled the researcher to obtain rich, detailed, and meaningful descriptions of participants' lived experiences.

The interview guide consisted of four sections. The first section gathered background information about the participants. The second section focused on their experiences in teaching while serving as law enforcers. The third section explored their aspirations in the field of teaching, while the fourth section elicited reflections and additional insights regarding their dual professional roles.

Data Gathering

Prior to data collection, the researcher secured the necessary permissions and informed consent from all participants. Participants were informed of the purpose of the study, their rights as research participants, and the voluntary nature of their participation. Confidentiality and anonymity were likewise assured throughout the research process.

Data were gathered through in-depth face-to-face interviews using the semi-structured interview guide. The interviews were audio-recorded with participants' permission and were subsequently transcribed verbatim. Additional field notes were also maintained to capture observations and contextual information that supported data interpretation.

Trustworthiness of the Study

To ensure the rigor and quality of the study, the principles of trustworthiness proposed by Lincoln and Guba (1985) were observed, namely credibility, transferability, dependability, and confirmability.

Credibility was established through prolonged engagement with participants, in-depth interviews, and member checking to verify the accuracy of the transcribed responses and interpretations. Transferability was achieved through detailed descriptions of the participants, context, and research procedures, allowing readers to determine the applicability of the findings to similar settings.

Dependability was ensured through systematic documentation of the research procedures, interview protocols, and analytical processes. Meanwhile, confirmability was maintained through bracketing, reflexive journaling, and the use of verbatim participant statements to ensure that the findings emerged from participants' experiences rather than researcher bias.

Data Analysis

The study utilized the phenomenological data analysis procedure developed by Moustakas (1994). The analysis commenced with epoché or bracketing, wherein the researcher consciously set aside personal assumptions and preconceived ideas regarding the phenomenon. This process allowed the researcher to approach the participants' narratives with openness and objectivity.

Following bracketing, horizontalization was performed by identifying significant statements related to the experiences of criminology faculty serving as law enforcers. These statements were then clustered into themes representing shared meanings and common experiences among participants. Subsequently, textural descriptions were developed to explain what the participants experienced, while structural descriptions were constructed to explain how the experiences occurred within specific contexts and conditions.

Finally, the textural and structural descriptions were synthesized to derive the essence of the phenomenon. This process enabled the researcher to present a comprehensive and holistic understanding of the lived experiences of criminology faculty members who concurrently serve as law enforcers.

RESULT

The phenomenological analysis of the interview data revealed five emergent themes that describe the lived experiences of criminology faculty members who concurrently serve as law enforcers in Western Visayas. Through horizontalization and clustering of meanings, significant statements were identified and organized into themes that reflected shared experiences among the participants. These themes illustrate how participants perceive, experience, and make meaning of their dual professional roles.

Professional Enrichment Through Practice-Based Teaching

The findings revealed that participants experienced teaching as a meaningful extension of their law enforcement profession. They described how actual field experiences enhanced classroom instruction by providing practical examples and real-world applications of criminological concepts. Through these experiences, participants perceived themselves as more effective and credible educators capable of connecting theory with practice.

Participant 1 emphasized the importance of mentoring students by stating, “Ang isa pa gani, Ma’am, is I want to help the students. I want them to have a clear path kung anong kuhaon nila, especially kung gusto gid nila mag-PNP.” Likewise, Participant 2 shared, “Sa experience ko, actually though, siguro on my part, it’s been a normal routine. Nasanay na lang gid ko nga teacher kag law enforcer at the same time.” Participant 3 further explained, “Kung may actual experience ako sa field, pagbalik ko sa klase gin-share ko gid sa ila,” and “Mas nami gid magtudlo kung may actual nga experience kay mas maintindihan sang estudyante.” Similarly, Participant 4 stated, “Teaching gives me fulfillment kay makita ko nga nagagamit sang students ang akon experience.”

These statements demonstrate that participants derived professional fulfillment from integrating practical law enforcement experiences into classroom instruction. Their narratives suggest that teaching served as a platform for mentorship, professional guidance, and the transmission of real-world knowledge to future law enforcers.

Role Strain Due to Dual Professional Responsibilities

The participants also described experiencing significant role strain as they attempted to fulfill the demands of teaching and law enforcement simultaneously. Conflicting schedules, workload pressures, and overlapping responsibilities created challenges that often affected their physical and emotional well-being. Despite these difficulties, participants remained committed to both professions.

Participant 1 stated, “May times gid nga ga-conflict ang akon duty sa PNP kag ang klase ko, gani daw kulang guid ang oras.” Similarly, Participant 2 shared, “Kapoy guid kung halin ka sa duty tapos diretso klase, pero kinahanglan gid tapuson.” Participant 3 explained, “May times nga daw indi ka ka-focus guid kay damo guid

gina-expect sa imo sa duha ka trabaho,” and “Bisan kapoy na, gina-ubra ko gihapon ang teaching kag duty kay responsibilidad guid.” Likewise, Participant 4 stated, “Daw wala na guid time magpahuway kung may klase kag duty nga nagasunod-sunod.”

These significant statements reveal how participants experienced time conflicts, fatigue, competing institutional expectations, and limited opportunities for rest. The findings suggest that role strain is an inevitable aspect of managing dual professional responsibilities.

While participants emphasized personal resilience and commitment in managing dual responsibilities, their narratives also suggest the presence of broader organizational and structural challenges. These include scheduling conflicts between academic and law enforcement duties, institutional workload demands, and limited opportunities for rest and recovery. Such findings indicate that role strain is influenced not only by individual factors but also by organizational conditions that shape professional expectations and workload management.

These findings support Role Conflict Theory proposed by Kahn et al. (1964), which posits that individuals occupying multiple roles may experience tension when competing expectations arise simultaneously. The participants' experiences of schedule conflicts, workload pressures, and competing professional obligations reflect the role ambiguity and role overload described by the theory.

Adaptive Coping Through Discipline and Time Management

Another major theme that emerged from the study was the participants' reliance on discipline and effective time management as coping strategies. Participants explained that careful planning, organization, and prioritization enabled them to meet the demands of both professions. These strategies helped them reduce stress and maintain productivity despite competing responsibilities.

Participant 1 shared, “Ginahanglan gid nga ma-manage mo guid ang imo oras, Ma’am, kay kung indi, indi guid mag-work ang duha ka trabaho.” He further stated, “Kung may duty ako sa field, ginaplano ko na daan ang klase ko para indi maapektuhan ang students.” Participant 2 explained, “Ginaprioritize ko guid kun ano ang mas urgent kag mas importante sa amo nga adlaw.” Participant 3 emphasized the importance of support systems by stating, “Dako guid nga bulig ang support sang mga upod ko sa work kag sa school.” Likewise, Participant 4 stated, “Disiplina lang guid kag commitment sa duha ka trabaho.”

These statements indicate that participants developed adaptive behaviors that allowed them to effectively navigate role demands. Time management, preparation, discipline, prioritization, and support systems emerged as essential mechanisms for sustaining their dual roles.

The findings also align with Professional Identity Theory, which suggests that individuals develop and integrate multiple professional identities through shared values, responsibilities, and experiences (Stryker & Burke, 2000). Participants viewed teaching and law enforcement as complementary forms of public service, facilitating the integration of their professional identities.

Commitment to Service and Professional Identity Integration

The findings further revealed that participants viewed teaching and law enforcement as interconnected forms of public service. Rather than perceiving these roles as separate responsibilities, participants considered both professions as avenues for serving society and developing future law enforcement professionals. This perspective facilitated the integration of their professional identities.

Participant 1 explained, “Gusto ko guid nga mabuligan ang mga estudyante indi lang sa academics kundi pati sa ila future bilang law enforcers.” Participant 2 stated, “Para sa akon, ang teaching extension man sang akon duty bilang law enforcer.” Participant 3 shared, “Mas nami guid nga makita nga may naimpluwensyahan ka nga mangin maayo nga officer sa palaabuton,” and “Teacher man ako kag law enforcer, pero isa lang guid akon mission—ang magserbisyo.” Similarly, Participant 4 stated, “Gusto ko mangin ehemplo sa mga estudyante nga pwede guid nga maayo ka nga teacher kag law enforcer.”

These narratives demonstrate that participants integrated their identities as educators and law enforcers through a shared commitment to public service, mentorship, and leadership. Their experiences suggest that service-oriented values served as the foundation for professional identity integration.

Furthermore, Occupational Stress Models provide a useful framework for understanding the physical and emotional demands experienced by participants. Despite stressors associated with dual-role engagement, participants demonstrated adaptive coping mechanisms and resilience that enabled them to sustain performance in both professional domains.

Resilience Amid Physical and Emotional Demands

The final theme highlighted the resilience demonstrated by participants despite the physical and emotional challenges associated with dual professional roles. Participants acknowledged experiencing fatigue, pressure, and stress; however, they remained committed to fulfilling their responsibilities. Their narratives reflected perseverance, adaptability, and purpose-driven motivation.

Participant 1 stated, “Bisan kapoy guid kag kulang sa tulog, padayon gihapon kay kabalo ko nga may ginahingadlan nga responsibilidad.” Participant 2 shared, “May times nga daw mabudlayan ka emotionally, pero ginahimo ko gihapon ang akon obligasyon.” Participant 3 explained, “Indi gid malikawan ang pressure sa duha ka trabaho, pero ginabaton ko lang kag ginapadayon,” and “Nasanay na lang guid ko sa schedule kag pressure sang trabaho.” Likewise, Participant 4 stated, “Kabudlay pero may ara guid rason ngaa ginahimo ko ini.”

These significant statements illustrate how participants sustained their dual professional responsibilities through perseverance, acceptance of stress, adaptability, and a strong sense of purpose. The findings suggest that resilience served as a critical factor in maintaining effectiveness and commitment despite ongoing professional demands.

Essence of the Lived Experiences

The synthesis of participants' experiences revealed that the essence of being a criminology faculty member who concurrently serves as a law enforcer is characterized by a continuous balance between fulfillment and sacrifice. Participants experienced teaching as an extension of their service-oriented mission while simultaneously confronting physical, emotional, and professional challenges. Despite role strain and fatigue, they demonstrated resilience, discipline, and commitment in managing their responsibilities.

Ultimately, their lived experiences reflect a meaningful integration of professional identity, public service, and personal resilience. The participants remained steadfast in both professions because of their dedication to educating future law enforcers and serving society through law enforcement.

LIMITATIONS OF THE STUDY

The findings of this study are limited to the lived experiences of four criminology faculty members serving as law enforcers in Western Visayas. As a phenomenological inquiry, the study focused on understanding participants' subjective experiences within a specific context. Consequently, the findings may not be readily transferable to other educational institutions, law enforcement agencies, or geographical settings with different organizational cultures, operational structures, and professional expectations.

Moreover, the study did not specifically compare participants according to rank, years of service, gender, or institutional affiliation. Variations in these characteristics may influence how individuals experience role strain, professional identity integration, and work-related challenges. Therefore, the findings should be interpreted within the context of the participants involved in this study.

CONCLUSION

The findings of this phenomenological inquiry revealed that criminology faculty members who concurrently

serve as law enforcers experience their dual roles as both professionally enriching and personally demanding. Through practice-based teaching, participants were able to utilize their field experiences to enhance classroom instruction, mentor students, and strengthen the relevance of criminology education. As a result, teaching became a meaningful extension of their professional service and contributed to their sense of fulfillment and purpose.

However, the participants also experienced considerable role strain due to overlapping schedules, workload demands, physical exhaustion, and competing institutional expectations. Balancing teaching responsibilities with law enforcement duties often created challenges that affected their time, energy, and well-being. Despite these difficulties, participants remained committed to fulfilling both roles, demonstrating a strong sense of professional responsibility and dedication.

The findings may also be viewed through the lens of Role Conflict Theory, which explains the tensions arising from competing expectations associated with multiple professional roles. Likewise, Professional Identity Theory provides insight into how participants integrated their identities as educators and law enforcers through a shared commitment to public service. Furthermore, Occupational Stress Models help explain the physical and emotional demands experienced by participants while balancing academic and law enforcement responsibilities.

Moreover, the study revealed that discipline, effective time management, task prioritization, and support systems were essential coping mechanisms that enabled participants to manage their dual responsibilities. These adaptive strategies helped minimize role conflict and allowed them to remain productive in both academic and law enforcement settings. The findings further indicate that participants actively developed practical approaches to sustain their performance despite the demands of their professions.

The study also concludes that teaching and law enforcement were not perceived as separate professions but rather as interconnected forms of public service. Participants integrated their identities as educators and law enforcers through a shared commitment to mentoring future professionals, promoting ethical values, and contributing to society. This identity integration strengthened their motivation and reinforced their long-term commitment to both professions.

Finally, resilience emerged as a defining characteristic of the participants' lived experiences. Despite experiencing physical fatigue, emotional stress, and institutional pressures, they demonstrated perseverance, adaptability, and purpose-driven motivation. The essence of their lived experiences can therefore be described as a meaningful integration of service, professional identity, discipline, and resilience amid the sustained challenges associated with dual professional roles.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby offered:

Criminology Faculty Members. Criminology faculty members who concurrently serve as law enforcers should continue integrating practical field experiences into classroom instruction to strengthen experiential learning and professional preparation among students. They should also engage in continuous professional development activities focusing on pedagogy, stress management, and work-life balance.

Law Enforcement Personnel. Law enforcers involved in teaching are encouraged to maintain effective time management practices, establish clear professional boundaries, and participate in wellness programs that promote physical and emotional well-being. Strengthening support networks within both professions may also help reduce role strain and enhance resilience.

Academic Institutions. Colleges and universities offering criminology programs should recognize the unique challenges experienced by dual-role faculty members. Institutions may provide flexible teaching schedules, workload adjustments, faculty wellness programs, and administrative support mechanisms to promote work-life balance and prevent professional burnout.

Law Enforcement Agencies. Law enforcement agencies should acknowledge teaching as a valuable extension of professional service. Policies that support flexible scheduling, educational engagement, and collaborative partnerships with higher education institutions may contribute to the professional growth and effectiveness of dual-role personnel.

Educational Leaders. Deans, program heads, and academic administrators should develop initiatives that encourage mentorship, faculty collaboration, and professional recognition for practitioner-educators. Such efforts may strengthen faculty morale, institutional commitment, and instructional effectiveness.

Policymakers. Agencies responsible for criminology education and professional regulation should formulate policies that support collaboration between academic institutions and law enforcement organizations. Programs focusing on faculty development, mental health support, and professional advancement may further enhance the effectiveness of practitioner-educators.

Future Researchers. Future studies may include participants from multiple higher education institutions and law enforcement agencies to capture a broader range of experiences and perspectives regarding dual-role engagement. Comparative studies involving participants from different ranks, years of service, genders, and institutional settings may provide deeper insights into how contextual factors shape lived experiences. Furthermore, mixed-method and multi-site investigations may strengthen the transferability of findings and contribute to a more comprehensive understanding of practitioner-educators in criminology.

REFERENCES

1. Alcaraz, M. J., & Sarmiento, R. C. (2019). Teaching effectiveness of criminology faculty who are law enforcers in Cebu. *Philippine Journal of Criminology and Public Safety*, 5(2), 55–70.
2. Albina, A. C., Balasabas, J. Y., Laquinon, B. J. I., Pampilo, M. H., & Caballero, L. J. (2022). Factors and challenges influencing the criminologist licensure examination performance through the non-passers' lens. *European Journal of Educational Research*, 11(1), 365–380. <https://doi.org/10.12973/eu-jer.11.1.365>
3. Alvior, M. G. (2018). Ethical dilemmas of criminology faculty who are law enforcers: A regional perspective. *Asian Journal of Criminology and Criminal Justice Research*, 5(2), 89–102.
4. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Oxford University Press.
5. Belmont Report. (1979). Ethical principles and guidelines for the protection of human subjects of research. U.S. Department of Health, Education, and Welfare.
6. Cambridge Dictionary. (2023). Cope; Faculty. Cambridge University Press. <https://dictionary.cambridge.org>
7. Carter, K. L. (2022). A phenomenological study of tenure-track faculty serving in dual roles as administrators (Doctoral dissertation, East Tennessee State University). *Electronic Theses and Dissertations*. <https://dc.etsu.edu/etd/4144>
8. Colaizzi, P. F. (1978). Psychological research as the phenomenologist views it. In R. S. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 48–71). Oxford University Press.
9. Commission on Higher Education. (2017). Policies, standards, and guidelines for the Bachelor of Science in Criminology program (CHED Memorandum Order No. 05, Series of 2017). <https://ched.gov.ph>
10. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
11. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
12. David, J. T., & Mangaoang, J. M. (2020). Work–life balance among police officer educators in criminology schools. *Philippine Journal of Criminology and Public Safety*, 6(1), 45–60.
13. Delos Santos, R. P., & Gerardo, M. E. (2020a). Career aspirations of dual-role criminology educators in Western Visayas. *Asian Journal of Criminology and Criminal Justice Research*, 8(1), 112–125.
14. Delos Santos, R. P., & Gerardo, M. E. (2020b). Workload management among law enforcers serving as part-time criminology instructors in Iloilo. *Philippine Journal of Criminology and Public Safety*, 6(2), 112–125.

15. Finch, E., Fafinski, S., & Jewkes, Y. (2018). The pedagogy of placements in criminology teaching: An interactive parallel model of criminological learning. *Białostockie Studia Prawnicze*, 23(3), 127–142.
16. Finch, E., Fafinski, S., & Traynor, M. (2024). Team and transformative teaching in the criminology classroom: A case study. *Journal of Criminal Justice Education*. Advance online publication. <https://doi.org/10.1080/10511253.2024.2392662>
17. Garcia, F. L., & Perez, D. V. (2019). Motivations of law enforcers as faculty members in criminology programs in Aklan. *Journal of Philippine Criminology*, 4(1), 89–103.
18. Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance: A review and extension of the literature. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (2nd ed., pp. 165–183). American Psychological Association. <https://doi.org/10.1037/10474-008>
19. Heslop, R. (2011). Reproducing police culture in a British university. *Police Practice and Research*, 12(4), 298–312. <https://doi.org/10.1080/15614263.2010.517648>
20. Husserl, E. (1931). *Ideas: General introduction to pure phenomenology* (W. R. Boyce Gibson, Trans.). George Allen & Unwin. (Original work published 1913)
21. Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational stress: Studies in role conflict and ambiguity*. Wiley.
22. Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
23. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
24. Lopez, C. R., & Cruz, J. M. (2021). Challenges of police officer instructors in research and extension activities. *Philippine Social Science Journal*, 4(2), 55–68.
25. Malacad, D. C., & Dizon, A. M. (2019). Professional identity of criminology faculty who are law enforcers. *Journal of Philippine Criminology*, 3(2), 77–91.
26. Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.
27. Paterson, C., Brown, J., & Miller, J. (2021). Higher education, police training, and police reform. *Police Practice and Research*, 22(6), 1501–1517. <https://doi.org/10.1080/15614263.2020.1848565>
28. Republic of the Philippines. (2018). Republic Act No. 11131: An act regulating the practice of criminology profession in the Philippines. <https://elibrary.judiciary.gov.ph>
29. Rohwer, E., Velasco Garrido, M., Herold, R., Preisser, A. M., Terschüren, C., Harth, V., & Mache, S. (2022). Police officers’ work–life balance, job satisfaction and quality of life. *BMJ Open*, 12(9), e063302. <https://doi.org/10.1136/bmjopen-2022-063302>
30. Schulz, D. M. (2020). Practitioner-educators in criminology programs. *Canadian Journal of Criminology and Criminal Justice*, 62(1), 35–55. <https://doi.org/10.3138/cjccj.2019-0009>
31. Shipton, B. L. (2019). Police educators’ experiences of teaching and development. *Journal of Criminological Research, Policy and Practice*, 5(2), 95–107. <https://doi.org/10.1108/JCRPP-07-2018-0024>
32. Sousa, B., Mendes, G., Gonçalves, T., Oliveira, C., Figueiredo, M. J., Costa, P., & Maia, Â. (2023). Bringing a uniform home. *Journal of Police and Criminal Psychology*, 38(4), 1025–1043. <https://doi.org/10.1007/s11896-023-09619-w>
33. Stryker, S., & Burke, P. J. (2000). Identity theory. *Social Psychology Quarterly*, 63(4), 284–297. <https://doi.org/10.2307/2695840>
34. Villareal, A. C., & Bautista, E. J. (2021). Coping strategies of criminology faculty-law enforcers. *Philippine Criminology Review*, 9(2), 134–149.
35. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.