

DYNAMIC EXPERIENCES AND EMBODIED PERSPECTIVE IN RELATION TO CAREER AWARENESS TOWARDS CRIMINOLOGY EDUCATIONAL TOUR

Nicole C. Danaoto, Ariel John Macarate, Jobelle Salvan, Lee Redoblado, Elmie
A. Allanic & Jose F. Cuevas,
Jr. Misamis University, Ozamiz City, Philippines

ABSTRACT: Educational tours serve as experiential learning activities that provide criminology students with practical insights into the criminal justice system and related career opportunities. The study aimed to determine the perceived effects of the tours in increasing students' career awareness, embodied views, and interactive learning experiences. Employing a quantitative descriptive-correlational research design. Mean and standard deviation were utilized to determine the respondents' perceived level of dynamic experiences, embodied perspective, and career awareness among criminology students who have participated in educational tours. The respondents consisted of 31 randomly selected fourth-year criminology students. The study was conducted in one of the higher education institutions in Misamis Occidental. The findings revealed that students experienced significant improvements in their understanding of criminology careers, increased emotional engagement, and personal reflections that helped clarify their career goals. Additionally, the tours contributed to their embodied perspectives and fostered critical thinking, motivation, and empathy toward offenders. The study concluded that educational tours effectively supported criminology students' career preparedness and personal development, advocating for the integration of such experiential activities in criminology education. It may be recommended that future programs incorporate more diverse experiential opportunities to further enhance student engagement and readiness for real-world criminology professions.

Keywords: Career Awareness, Criminology students, Educational Tours, Experiential Learning, Personal Development

I. INTRODUCTION

Educational tours, as structured visits to destinations of educational value, play an essential role in educational environments by offering students experiential learning opportunities beyond those found in the classroom (Arcodia et al., 2021; Tomasi et al., 2020; Jones & Washiko, 2020). Educational tours augment the learning process by enabling students to experience and learn from actual applications of theoretical ideas, further solidifying understanding and recall of course material (Bender, 2023; Song et al., 2023; Brewer & Cunningham, 2023). Historically, educational tours have developed from straightforward field trips to more organized and educationally driven excursions, as pedagogical methods have changed over the years (Smyth, 2021; Jerowsky, 2024; Ho, 2020). At first centered on exposure to historical and cultural locations, contemporary educational tours now cover a broad range of subjects, such as sciences, arts, and social studies, incorporating hands-on experiences and interactive activities intended to promote critical thinking, cooperation, and personal development among students. This transformation highlights the increasing awareness of experiential learning as a crucial element of quality education, especially in equipping students for fast-paced and dynamic career environments (Swargiary, 2024; Roa et al., 2024; Ranczakowska & Kuznetsova-Bogdanovitsh, 2025).

II. METHODS

This study employed a quantitative descriptive-correlational research design to examine the relationships among career awareness, embodied perspectives, and dynamic experiences of criminology students who participated in educational tours. This design allowed the researchers to measure students' perceptions and

identify patterns of association without inferring causation, making it suitable for understanding how field-based learning contributes to academic and professional development. The research was conducted at Misamis University in Ozamiz City, Misamis Occidental, a setting where criminology students regularly engage in educational tours involving police stations, forensic laboratories, courts, and correctional facilities, providing a practical environment for examining experiential learning outcomes. All fourth-year criminology students who had participated in these tours served as respondents and were selected through random sampling to ensure equal representation and unbiased data collection.

III. RESULTS AND DISCUSSIONS

Impact of educational tours on career awareness among criminology students

The educational tours allow for learning based on experience, enabling students to connect theoretical knowledge with practices in the field (Mehra et al., 2025; Passarelli & Kolb, 2023). In criminology studies, exposure through such tours may relate to law enforcement agencies, correctional facilities, and forensic laboratories, among other criminal justice institutions, providing insights into day-to-day activities, challenges, and career paths followed in the profession. These experiences do not only reinforce learning at the classroom level but enable the students to gain a clear view of roles, responsibilities, and skills necessary in various careers related to criminology (Kakar, 2025; Bramford & Eason, 2021). Students can thus observe practices and interact with practitioners to better evaluate their interests, aspirations, and suitability regarding career options and develop increased career awareness for better informed decisions (Quinlan & Renninger, 2022; Lent & Brown, 2020).

Table 1. Impact of educational tours on career awareness among criminology students (N=31)

Variable	Career Awareness		Remark
	Mean	SD	
Understanding Opportunities	Career 4.55	0.03	Very High
Clarification of Professional Roles	4.52	0.05	Very High
Insights into Career Growth and Advancement	4.58	0.08	

Note. Career Awareness Scale: 4.24-5.00 (Very Highly Aware); 3.43-4.23 (Highly Aware); 2.62-3.42 (Fairly Aware); 1.81-2.61 (Less Aware); 1.00-1.80 (Not Aware)

Results across Table 1 illustrate the impact of educational tours on the career awareness of criminology students along three particular dimensions: understanding career opportunities, clarification of professional roles, and insights into career growth and advancement (Malbuyo et al., 2024; Kakar, 2025). Data obtained from 31 respondents indicate that such students perceive educational tours as significantly helpful in enhancing their awareness of career opportunities likely to be available within the field of criminology (Kakar, 2025; Malbuyo et al., 2024). The mean scores range between 4.52 and 4.58 points, while the standard deviation falls between 0.03 and 0.08 points. These results reflect very high levels of agreement among the participants that such tours have positive impacts on their awareness of career options. The very low variation in standard deviation suggests that students' experiences and perceptions were consistent and that, across the sampled group, educational tours were uniformly effective (Acodia et al., 2021; Han, 2020).

In particular, the dimension of understanding career opportunities obtained a mean rating of 4.55 (SD = 0.03), indicating that students acquired extensive exposure to the various career tracks available in criminology (Malbuyo et al., & Libradilla et al., 2025). This includes knowledge of the job and responsibilities entailed by law enforcement officers, forensic experts, correctional administrators, and other related careers (Cosper, 2020; Sheridan & Lalka, 2022). The high rating indicates that the tours presented students with concrete, real-life contexts through which students may relate academic learning to practical applications and thus better understand the field (Ruhanen et al., 2021; Holgersen, 2021). Such exposure is of particular importance for early career decision-making, where students are able to identify areas of interest, consider the specializations, and relate their academic preparation to career ambitions (Nguyen et al., 2024; Lent & Brown, 2020).

The other dimensions—clarification of professional roles, $M = 4.52$, $SD = 0.05$; and insights into career growth and advancement, $M = 4.58$, $SD = 0.08$ —further emphasize the importance of educational tours in developing informed career awareness. Clarification of professional roles would mean that students have gained a greater sense of differentiation of the jobs, expectations, and skill sets that are needed in various careers

in criminology, and this will reduce confusion and prepare students better for their prospective employments. On the other hand, insights into career growth and advancement mean that the students have learned career paths they may take, their promotion routes, and other long-term professional developments within the field. Taken together, these results indicate that the educational tour is an effective pedagogical method not only in increasing the students' awareness of career options but also in providing them with the necessary knowledge in order to make appropriate choices regarding their future professional careers.

A considerable volume of literature presents evidence that educational tours alone significantly raise the career awareness of students (Mehra et al., 2025; Tomasi et al., 2020). Career development and experiential learning studies have stated that exposure to professional environments helps students contextualize theoretical knowledge, appreciate workplace dynamics, and comprehend practical applications of their field (Bowering et al., 2020; Chukwuedo&Ementa, 2022). For example, Kolb's research on experiential learning (1984) enumerates that immersive experiences like site visits and educational tours allow deeper comprehension and long-term retention by anchoring concepts to real-world practice. Studies in criminology education also suggest that visits to police departments, correctional facilities, and forensic labs enable students to gain clarity about professional functions, standard operating procedures, and career prospects while dispelling ambiguity over future career paths. Another study evidences that these interactive classroom experiences improve motivation, increase student engagement, and promote better decision-making on grounds of specialization and career planning (Kaspi& Venkatraman, 2023; Khazen& Venkatraman, 2023). Altogether, these studies complement this result by stating that an educational tour is one of the best ways to enhance the awareness of students about career options, explain professional responsibilities, and describe avenues of career growth for students studying criminology.

The results on the effects of educational tours on career awareness have significant implications for educators and students in criminology programs (Kakar, 2025; Malbuyo et al., 2024). For educators, the findings indicate that the integration of structured experiential learning such as visits to law enforcement agencies, forensic laboratories, and correctional facilities can greatly enhance students' perceptions concerning career options, professional roles, and growth opportunities within the profession. This approach not only supports classroom learning but also connects theory to practice, aiding students in making informed decisions about their future careers (Darling et al., 2024; Hoyt, 2023). For students, the high levels of career awareness signify that educational tour participation will provide them with increased confidence, motivation, and clarity regarding career choices, thus allowing them to identify specific career paths that suit their interests and skills. Overall, these implications point out the importance of integrating experiential learning strategies into curricula in criminology in order to eventually prepare students for successful and well-informed entry into the workforce (Bates, 2023; Abreu, 2020).

Level of educational tours influence the development of embodied perspectives

The influence of educational tours on the development of embodied perspectives is measured by the extent to which experiential learning activities, such as site visits and hands-on field experiences, contribute to students' understanding, internalization, and personal engagement with the concepts and practices of their field. In criminology education, embodied perspective encompasses cognitive comprehension and develops practical, sensory, and empathetic insights that form ways in which students view and interpret real-life situations and respond (Kakar, 2025; Farley & Herrera, 2023). The examination of the extent to which educational tours foster such embodied perspectives yields important insight into how well experiential learning supports students in developing a holistic understanding and professional competencies for reflection that eventually shapes their preparedness for eventual careers. Table 2 presents the extent of police community engagement in their area.

Table 2. Level of educational tours influence the development of embodied perspectives (N=31)

Variable	Embodied Perspectives		Remark
	Mean	SD	
Personal Reflection	4.54	0.03	Very Good Experience
Emotional Engagement	4.54	0.03	Very Good Experience
Empathy	4.55	0.06	Very Good Experience

Note. Embodied Perspectives Scale: 4.24-5.00 (Very Good Experience); 3.43-4.23 (Good Experience); 2.62-3.42 (Fair Experience); 1.81-2.61 (Poor Experience); 1.00-1.80 (Very Poor Experience)

Table 2 presents the results from 31 respondents, indicating the level of influence that educational tours have on developing embodied perspectives among criminology students. The mean scores for Personal Reflection (M = 4.54, SD = 0.03), Emotional Engagement (M = 4.54, SD = 0.03), and Empathy (M = 4.55, SD

= 0.06) all fall into the category of "Very Good Experience" as per the Embodied Perspectives Scale. These high mean scores indicate that students perceive the educational tour as consistently very influential in fostering self-awareness, emotional connection, and empathetic understanding of real-world criminology contexts (Swargiary, 2024; Morgan et al., 2021). The low standard deviations, particularly for Personal Reflection and Emotional Engagement, suggest strong consensus among participants and thus point to the fact that most students have similar positive experiences (Denovan et al., 2020; Barkley & Major, 2020). A slightly higher standard deviation for Empathy, 0.06, indicates minor variability in responses, while the overall trend remains strongly positive. These findings collectively suggest that an educational tour is an effective pedagogical tool that can engage students to a deeper and more experiential level, allowing them to internalize and reflect upon the roles, challenges, and human dimensions of criminology and, therefore, promote holistic learning above and beyond traditional classroom instruction.

These findings on the impact of educational tours on developing embodied perspectives among students of criminology are supported by an increasing number of related works in the literature, which emphasize experiential learning as a prime driver of deeper understanding and personal growth. Research into criminology education indicates that field experiences provide students with opportunities to link theoretical learning and real-world practice, developing reflection, emotional involvement, and empathy towards the individuals affected by crime and the criminal justice system (Kakar, 2025; Thurgood, 2020). Kolb's Experiential Learning Theory (1984) specifies that learning from direct experience develops critical thinking and self-awareness, and this corresponds to the high scores of personal reflections (Morris, 2020; Chan, 2023). Similarly, research into the role of Dewey (1938) and other more contemporary studies in higher education suggests that emotional engagement in real-life settings develops empathy and moral reasoning that enables students to consider multiple perspectives and understand the human consequences of criminal behavior. In criminology-specific contexts, it has been demonstrated that the educational visitation of court, correctional, and law enforcement agencies enhances the student understanding of professional roles, ethical responsibilities, and social consequences, accordingly reinforcing the development of embodied perspectives. These collected studies support present findings in terms of suggesting that clearly designed educational tours create meaningful, engaging experiences to develop student reflection, empathy, and involvement (Cacciattolo & Aronson, 2023; Karn, 2024).

Results signaling a very good experience in developing embodied perspectives through educational tours have important implications for criminology education and the design of curricula (Kakar, 2025; Belisle et al., 2020). They hint that integrated experiential learning opportunities within educational tours to law enforcement agencies, correctional facilities, and other relevant institutions may substantially enhance students' ability to contextualize real-world practice, professional roles, and human dimensions associated with criminal justice. To instructors, this means that learning activities need to be created to move beyond mainstream class instruction in order to actively stimulate students' emotions and reflection for deeper cognitive-affective development (Kurniati et al., 2020; Kuo et al., 2024). To students, these will not only enhance career awareness but also develop critical thinking, ethical reasoning, and interpersonal skills necessary in any future criminology professional (Kakar, 2025; Malbuyo et al., 2024). In the end, what these findings really suggest is that educational tours are an added value pedagogical method that can enrich learning outcomes, foster holistic student development, and better prepare students for navigating the complexities of the criminology field with insight, empathy, and professionalism.

Perceived dynamic experiences of criminology students during educational tours

Dynamic experiences refer to all forms of interactive activities that students experience through the various available field-based learning opportunities (Fedesco et al., 2020; Tannenbaum & Wolfson, 2022). These include observations, demonstrations, and direct participation in professional activities that allow students to associate theory with practice (Swanberg et al., 2022; Maidment, 2020). By gauging students' perceptions into the dynamism of these experiences, educators may develop an understanding of how well educational tours inspire critical thinking, improve engagement, and facilitate more authentic learning (Jopp, 2020; Alabi, 2024). It is important to understand these experiences, as they are likely to influence and mold students' overall education, professional development, and career preparedness in criminology (Malbuyo et al., 2024; Kakar, 2025). Table 3 shows the perceived dynamic experiences of criminology students during educational tours.

Table 3. Perceived dynamic experiences of criminology students during educational tours (N=31)

Variable	Dynamic Experiences		Remark
	Mean	SD	
Enhanced Learning	4.51	0.05	Extensively Engaged
Career Readiness	4.60	0.03	Extensively Engaged

Note. Dynamic Experiences Scale: 4.20-5.00 (Extensively Engaged); 3.40-4.19 (Consistently Engaged); 2.60-3.39 (Moderately Engaged); 1.80-2.59 (Minimally Engaged); 1.00-1.79 (Not Engaged)

Table 3 presents the perceived dynamic experiences of criminology students during educational tours, focusing on Enhanced Learning and Career Readiness. Results show that students rated both variables very highly, with mean scores of 4.51 (SD = 0.05) for Enhanced Learning and 4.60 (SD = 0.03) for Career Readiness, putting both into the category of "Extensively Engaged" according to the Dynamic Experiences Scale. The low standard deviations reflect strong consensus among the 31 participants, suggesting that most students consistently shared similar positive experiences (Schweig et al., 2022; Lin et al., 2022). These results would support the belief that an educational tour offers many opportunities for active learning, enabling students to link theoretical knowledge with applied examples, while at the same time enhancing their preparedness for eventual careers in criminology. Overall, the results indicate that this type of experiential learning is effective at promoting high levels of engagement, practical understanding, and professional insight for criminology students (Kakar, 2025; Belisle et al., 2020).

These findings are corroborated by a wide body of literature that emphasizes the importance of experiential learning in higher education (Duchatelet et al., 2024; Gittings et al., 2020). Consistently, studies have shown that active and participatory experiences in the form of site visits, field trips, and practical demonstrations facilitate increased student engagement, retention, and application of theoretical knowledge in practice (Jones & Washko, 2022; Alabi, 2024). Scholars such as Kolb (1984) and Dewey (1938) have documented that learning occurs most optimally when students are actively engaged and reflect upon their experience, leading to a deeper level of understanding and critical thinking (Salama & Holgate, 2025; Quinsay, 2024). For instance, in criminology and allied fields, educational tours offer students an opportunity to familiarize themselves with professional contexts, police operations, and a number of practical challenges that raise awareness of careers, decision-making capacity, and career preparedness for the future. Other studies have described how such learning experiences do not only strengthen academic learning but also motivation, self-efficacy, and professional identity, thereby aligning closely with the results of this study, which suggest that students felt highly engaged and prepared for criminology careers. Overall, the literature confirms that an educational tour can be a very helpful pedagogical means for connecting in-class theory to practice, thus responding to the high level of engagement and preparedness for a future career expressed by the participants (Bodie, 2025; Resch & Schrittmesser, 2023).

The high levels of perceived dynamic experiences among criminology students during educational tours have important implications both for curriculum design and professional development (Kakar, 2025; Belisle et al., 2020). These findings support the integration of experiential learning activities, such as site visits, practical demonstrations, and field interactions, as crucial to boosting student engagement, further developing a deeper understanding of theoretical concepts, and enabling readiness in their future careers. For educators, this paper underlines the importance of providing structured, hands-on activities for students to learn from observing real-life applications of criminology principles, which enhance critical thinking, reflection, and professional growth (Kakar, 2025; Shumba & Hussaaini, 2023). In return, for the students, active learning from educational tours improves self-confidence, practical skills, and even increases one's knowledge about possible career prospects, thus enabling informed decisions to be made regarding their future in their selected profession (Hui et al., 2021; Ruijuan et al., 2023). Overall, the findings suggest that this constitutes something more than supplementary activities but as an integral part of a complete course in criminology that will better prepare students for the challenges posed by the profession (Bauzon et al., 2023; Lynch et al., 2024).

Significant relationship between career awareness and dynamic experiences

This will examine the significant relationship between career awareness and dynamic experiences of criminology students, whether such career opportunities, understanding of professional roles, and possible growth in the field depend on the level of learning and engagement during educational tours. Career awareness relates to the knowledge and clarity of a student regarding future professional pathways, while dynamic experiences relate to the degree of students' active engagement, motivation, and exposure to real-life learning situations (Swargiary, 2024; Yap et al., 2024). Establishing this relationship is core to determining whether immersive and interactive educational activities, such as field visits and practical demonstrations, provide meaningful learning contributions to student preparedness, professional insight, and general career development within the field of criminology (Kakar, 2025; Malbuyo et al., 2024).

Table 4. Test of significant relationship between career awareness and dynamic experiences

Variables	<i>r</i> value	<i>p</i> value	Remarks
Career Awareness and Dynamic Experiences	0.37	0.18	Not Significant

Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)

As shown in Table 4, career awareness and dynamic experiences among criminology students on educational tours have a weak to moderate positive correlation ($r = 0.37$). However, it is not significant ($p = 0.18$). The implication of this is that while students who show higher levels of career awareness may express somewhat more dynamic and engaging experiences during the tour, the association is small and cannot be considered meaningful within this sample. Lack of statistical significance shows that career awareness does not predict reliable variance in students' perceived dynamic experiences (Jackson & Tomlinson, 2020; Jiang et al., 2024). This may result from a number of factors, such as the relatively small sample size, individual differences in learning styles and prior exposure to criminology concepts, or the nature and structure of the educational tour, which for some students may affect their engagement regardless of career awareness. What the findings underline is that although conceptually career awareness and dynamic experiences are related, in this context, the direct effect of career awareness on the way students perceive and take part in dynamic learning activities during tours is limited (Uppin&Timostsok, 2024; Lau et al., 2021).

Several studies indicate that although experiential learning and engagement often enhance students' skills and motivation, their impact on career awareness or long-term career outcomes might be more complex and less direct than assumed (Kong, 2021; Fitrianto&Saif, 2024). Studies investigating the experiential learning process suggest that high levels of student engagement in practical or active-learning activities enhance students' interest and motivation and their immediate learning gains (Kong, 2024; Putri &Dewi, 2025). Likewise, research into career engagement and adaptability during higher education indicates that career-related activities, such as internships and career planning, may support outcomes such as employability, career adaptability, and life satisfaction (Carkit, 2022; Ameliah&Jatnika, 2024). However, other empirical work has found only weak or inconsistent correlations between engagement/experiences and deeper constructs such as career awareness or long-term career clarity, suggesting that prior self-concept, personal motivation, background, and context also play important roles (Ngobese, 2023; Zhang et al., 2025). In a nutshell, the literature supports the view that while dynamic experiences are valuable in terms of engagement and skill development, they do not always translate into stronger career awareness—a point that helps explain why the correlation between dynamic experiences and career awareness was weak and not significant.

The weak, non-significant relationship of career awareness with dynamic experiences suggests that while educational tours and interactive learning activities effectively engage students and enhance immediate learning experiences, such activities per se are not sufficient to influence the overall understanding of career opportunities or professional pathways. This calls upon educators and program organizers to complement experiential activities with structured career guidance, reflection sessions, mentorship, and follow-up discussions to enable students to link experiences with tangible career insights (Weaver et al., 2021; Garipagaoglu et al., 2025). For students, this calls for active reflection and contextualization of experiences to translate engagement into relevant career awareness (Roise, 2024; Tuononen et al., 2024). Overall, career awareness would have to be nurtured through a multidimensional process that integrates dynamic, hands-on experiences with conscious educational support and guidance (Swargiary, 2024; Kayyali, 2024).

Significant relationship between career awareness and embodied perspective

This relation explores how career awareness—that is, students' understanding of professional opportunities and their corresponding roles—relates to embodied perspectives on personal, emotional, and empathetic experiences gathered through educational activities (Dobele& Farrell, 2024). By its very nature, an embodied perspective requires reflective thinking, emotional engagement, and the capacity for internalization of experiences that may influence how students view and relate to their future careers (Botelho, 2021; Faella et al., 2025). This is important to examine because it will help determine whether greater career awareness is accompanied by deeper and more personally meaningful learning experiences and whether or not experiential learning activities contribute to integrating knowledge with self-awareness, empathy, and professional understanding in students. In turn, this can make a valuable contribution to developing educational programs, such as tours and practical exposures, for enhancing both career insight and holistic personal development in students (Passarelli& Kolb, 2023; Dou et al., 2024).

Table 5. Test of significant relationship between career awareness and embodied perspective

Variables	<i>r</i> value	<i>p</i> value	Remark
Career Awareness and Embodied Perspective	0.47	0.08	Not Significant

Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)

The results in Table 5 show that there is a moderate positive correlation, $r = 0.47$, between career awareness and embodied perspective for the 15 criminology students, suggesting that higher levels of career awareness somewhat correspond to higher magnitudes of development of embodied perspectives in educational tours. However, the corresponding *p*-value of 0.08 is greater than the conventional level of significance of 0.05,

which implies that the mentioned relationship is not statistically significant. This means that while it seems there is a tendency for students who show greater awareness of career opportunities, professional roles, and pathways to advancement to also reflect more on personal inputs, emotional involvement, and empathy, this cannot be said with confidence to apply beyond the sample observed. This moderate correlation could reflect variations in other intervening factors such as learning styles, previous experiences, or even specific contents of their educational tour that influence how career awareness translates into embodied knowledge (Ng et al., 2023; Rong, 2021). Overall, these findings point to a potential basis for predicting embodied perspective based on career awareness; however, since the statistical analysis lacked significance, further research with an increased sample size or diversification of experience might be needed to fully understand the relationship.

Various studies confirm that career awareness may affect the development of the embodied perspective, although the effect is not always statistically significant (Rodriguez et al., 2022; Jiang et al., 2024). Investigations into experiential learning stress that when learners develop clarity about professional roles, career pathways, and growth prospects, they are most likely to engage in intensive hands-on experiences, reflecting on their competencies, values, and emotional reactions (Chan, 2023; Swargiary, 2024). Field trips, simulations, and practical experience have been shown to enhance personal reflection, empathetic understanding, and emotional involvement, thus connecting cognitive comprehension of careers with embodied learning (Wang et al., 2023; Faella et al., 2025). Researchers also note that even though career awareness provides a framework for interpreting experiences, the actual translation into embodied perspective depends upon the quality, context, and relevance of the learning activity, as well as on individual differences in reflection and engagement (Botelho, 2021; Linden & Mckenney, 2020). These findings corroborate the results of this study, represented by a moderate but statistically insignificant association, which suggests that although awareness of career opportunities can underpin embodied learning, it cannot solely account for the depth of students' experiential understanding.

The findings of a moderate but not statistically significant relation between career awareness and embodied perspective have important implications for educational practice and curriculum design (Faella et al., 2025; Chang et al., 2024). They suggest that while increasing students' knowledge of career opportunities and professional roles is valuable, it does not necessarily automatically translate into deeper personal reflection, emotional engagement, or the development of empathy that are at the core of embodied perspectives. Educators and program coordinators should, therefore, supplement career-focused learning with experiential, hands-on activities, reflective exercises, and immersive experiences that actively engage students on cognitive, emotional, and practical levels (McCallum et al., 2024; Swargiary, 2024). Such blending of career awareness and embodied learning opportunities will better position criminology students not only with knowledge about their future profession but also with self-awareness, empathy, and a professional mindset that enables them to act effectively in complex real-life scenarios (Swargiary, 2024; Zaportiza & Cuevas, 2025).

IV. CONCLUSIONS AND RECOMMENDATIONS

The findings of this study have shown that educational tours have generally positively influenced the criminology students in developing career awareness, dynamic experiences, and embodied perspectives (Kakar, 2025; Belisle et al., 2020). Besides, students expressed very high levels of understanding in career opportunities, clarification of professional roles, and insights into career growth, alongside strong engagement in personal reflection, emotional involvement, and empathy development. However, from a statistical point of view, while there are positive trends, the relationships between career awareness and both dynamic experiences and embodied perspectives are not significant, which may imply that educational tours alone, though highly beneficial, cannot fully determine how career knowledge will translate into experiential learning and personal growth, hence the need for complementary learning strategies that will maximize such outcomes.

These benefits can be optimized if the criminology programs are able to integrate specific reflective activities, guided discussions, and hands-on exercises that explicitly connect career knowledge to experiential and embodied learning (Kakar, 2025; Belisle et al., 2020). Such educators design pre- and post-tour activities where critical reflection of experiences, identification of real-world learning applications, and the practice of empathy and professional decision-making would be fostered (Hodgson, 2024; Wu, 2025). Increasingly diverse educational tours with more frequency, possibly combined with mentorship and career guidance, would contribute to a stronger connection between career awareness and dynamic, embodied competencies (Martins & Faciola, 2025; Einolander et al., 2024). It would make sure that the educational tour serves not only to build knowledge but also the integral professional development of the students (Yiu et al., 2024; Mihelle & Bolog, 2023)

V. RECOMMENDATIONS

To further strengthen the effectiveness of educational tours in criminology education, academic institutions must adopt a holistic approach that integrates structured experiential activities with ongoing academic and career support. Schools are encouraged to enhance tour programs by incorporating pre-tour

orientations, guided reflections, and post-tour discussions that deepen students' understanding, emotional engagement, and professional insight. Policymakers and administrators should expand partnerships with law enforcement agencies, forensic units, courts, and correctional facilities to ensure diverse and meaningful field exposures. Investing in mentorship opportunities, career counseling, and skill-enhancement programs will not only enrich students' embodied perspectives but also improve career readiness, motivation, and long-term professional development. Such comprehensive efforts will foster more knowledgeable, empathetic, and industry-prepared criminology graduates who are better equipped to serve the criminal justice system and society.

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