

Exploring the Contextualization of Purposive Communication for Criminology Students: A Systematic Review of Literature

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Abstract: Purposive Communication plays a significant role in criminology education by equipping students with the skills needed for effective communication in both academic settings and professional law enforcement contexts. This study explored the course's content focus, teaching strategies, and alignment with professional demands, particularly in relation to communication requirements in law enforcement practice. Using a qualitative descriptive design, the research employed document analysis and thematic synthesis of related literature, organized into three key areas: curriculum relevance, instructional approaches, and professional alignment.

The findings indicate that Purposive Communication is firmly grounded in curriculum standards and aims to develop core competencies such as report writing, investigative communication, interviewing, and professional interaction. Teaching strategies including contextualized instruction, experiential learning, and the use of multimedia were found to enhance student engagement and skill acquisition, though their effectiveness relies heavily on consistent application and instructor readiness. Furthermore, the results demonstrate a strong alignment between course outcomes and the communication demands of law enforcement, particularly in areas such as documentation, field communication, teamwork, and scenario-based training.

The study concludes that Purposive Communication plays a significant role in preparing criminology students for the communication challenges of the criminal justice field. It recommends further strengthening curriculum integration, enhancing experiential and applied learning methods, and improving instructional consistency to better develop students' communication competence and professional preparedness.

Keywords: *Purposive Communication; Criminology Education; Systematic Review; Communication Competence.*

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Introduction

Effective communication is widely recognized as a critical competency in both academic and professional environments. Globally, research indicates that while many graduates possess strong technical knowledge, a significant number continue to struggle with fundamental communication skills such as writing clearly, speaking confidently, and organizing ideas coherently (Khan et al., 2020). This persistent gap becomes particularly consequential in professions where precision, clarity, and accountability are essential. In law enforcement, for instance, miscommunication may lead to flawed reports, investigative errors, and compromised justice outcomes. As a result, higher education institutions worldwide have increasingly prioritized communication instruction as a key component of professional preparation (Sumaiya et al., 2022).

Within the Philippine context, these challenges remain equally pronounced. Many college students, including those enrolled in criminology programs, experience difficulties in both written and oral communication deficiencies that often become more evident during internships and early professional engagement, where expectations for accuracy and clarity are heightened. For criminology graduates, ineffective communication directly affects core professional functions such as police report

writing, affidavit preparation, investigative interviewing, courtroom presentation, and community interaction. Failure to communicate effectively in these contexts not only undermines professional credibility but also weakens public trust in justice institutions.

In response to these concerns, the Commission on Higher Education (CHED) institutionalized Purposive Communication as part of the General Education Curriculum under CMO No. 20, Series of 2013. The course is intended to develop students' ability to communicate effectively in academic and professional contexts while fostering critical thinking, intercultural awareness, and ethical responsibility. Across both global and Philippineliterature, Purposive Communication is consistently positioned as a foundational component of higher education and professional formation, particularly in disciplines involving high-stakes interaction such as criminology (CHED, 2016; Vizconde, 2016).

These frameworks emphasize communication as a transversal competency linked to employability, ethical conduct, and institutional legitimacy.

However, a critical synthesis of existing literature reveals a fundamental tension between policy-level recognition and instructional specificity. While CHED (2016) promotes

communication competence as a universal outcome, it conceptualizes such competence in broad and generic terms, with limited articulation of how instruction should be contextualized for discipline-specific demands such as forensic documentation, investigative interviewing, and courtroom discourse. This gap is reflected in Philippine empirical studies (Paz, 2019; Oblianda & Nabe, 2021), which acknowledge the importance of communication but report inconsistencies in its implementation within criminology programs. This contradiction suggests that while communication is symbolically prioritized, it remains pedagogically under-contextualized.

International literature further underscores the high-stakes nature of communication in law enforcement. Studies demonstrate that inaccuracies in language such as vague wording, biased phrasing, and weak narrative structure can distort legal interpretation, compromise investigations, and influence judicial outcomes (Güss et al., 2020; Eerland & van Charldorp, 2022; Schade et al., 2022). Professional frameworks, including those from the International Association of Chiefs of Police (2018), position communication as a form of professional accountability, where language functions not only as a medium of interaction but also as legal evidence and institutional record. Despite this strong professional consensus, a critical gap persists: most studies focus on how communication should be performed in practice, rather than how these competencies are systematically developed during undergraduate education. This reveals a disconnect between professional expectations and educational preparation.

The literature also highlights the importance of contextualized and experiential learning approaches. Studies suggest that communication skills are more effectively developed when instructional activities mirror real-world professional tasks, such as through simulations, role-playing, and scenario-based learning (Avila, 2020; Camacho, 2021; Chang, 2022). These approaches are grounded in constructivist and experiential learning theories, which conceptualize communication as a situated practice rather than abstract knowledge. However, existing research remains fragmented, often focusing on isolated instructional strategies without offering a coherent, discipline-specific framework for criminology education.

Philippine-based studies focusing on criminology students (Ayawan, 2020; Mallillin & Caranguian, 2022; Mapangdol, 2023) consistently report deficiencies in both oral and written communication, attributing these to factors such as anxiety, limited exposure, and insufficient contextualization. Nevertheless, these studies are largely descriptive, institution-specific, and methodologically constrained by small sample sizes and reliance on self-reported data. Consequently, while they document communication challenges, they provide limited theoretical integration and minimal guidance for curriculum reform.

Further complicating the discourse are contradictions in how communication competence is conceptualized. Some scholars argue that general Purposive Communication courses are sufficient for developing communication skills (Pontillas, 2024), while others contend that such courses fail to address the profession-specific needs of criminology students (Paz, 2019; Malao et al., 2018). This inconsistency reflects a deeper epistemological divide: whether communication is a transferable generic skill or a discipline-bound professional practice. The absence of consensus contributes to conceptual ambiguity in curriculum design and

instructional implementation.

A parallel tension exists in explaining the causes of communication deficiencies. While some studies attribute these challenges to individual learner factors such as anxiety, motivation, and self-confidence (Vacalares et al., 2023; Genelza, 2022), others emphasize structural issues, particularly the lack of contextualized instruction and authentic learning tasks (Mahdi, 2023; Macías, 2021; Selvam; Delfino, 2019). This divide reflects an unresolved debate between learner-centered and curriculum centered explanations, with limited efforts to integrate both perspectives into a comprehensive framework.

Moreover, although experiential and student-centered pedagogies are widely endorsed, their application in criminology-specific contexts remains underexplored. Most empirical evidence supporting these strategies originates from general education, business, or teacher education settings, raising concerns about their direct applicability to law enforcement communication tasks. Methodologically, the literature is dominated by cross-sectional surveys, case studies, and localized program evaluations, with limited use of systematic synthesis approaches. In the Philippine context, few studies adopt structured and transparent review frameworks such as PRISMA (Campbell et al., 2020), resulting in fragmented and non-cumulative evidence.

Given these gaps, the present study adopts a Systematic Literature Review (SLR) to examine the role of Purposive Communication in developing the communication competence of criminology students. Unlike prior studies that focus on isolated institutional contexts or singular pedagogical approaches, this research integrates global and local literature into a unified analytical framework. By synthesizing patterns, contradictions, and gaps across studies, the research provides a more comprehensive and evidence-based understanding of how communication instruction can be effectively contextualized within criminology education.

This study is both methodologically and conceptually distinct. It bridges policy, pedagogy, and professional practice by critically evaluating whether Purposive Communication curricula are aligned with the real communicative demands of criminology. Furthermore, it reconceptualizes Purposive Communication not merely as a general education requirement but as a central component of professional formation. Through this integrative approach, the study contributes to curriculum development, instructional design, and policy discourse.

Framework

This study employed a Systematic Literature Review (SLR) guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to ensure a transparent, rigorous, and replicable process in identifying, screening, evaluating, and synthesizing relevant literature on Purposive Communication in criminology education. A comprehensive search was conducted across major academic databases, including Google Scholar, ScienceDirect, ERIC, ResearchGate, SAGE Journals, Taylor & Francis Online, and SpringerLink, using keywords such as Purposive Communication, communication competence, criminology communication skills, law enforcement communication, report writing in policing, and communication instruction strategies, combined with Boolean operators to refine results. The initial search yielded 200 records. After removing 28 duplicates and 15 ineligible records, 157 studies remained for

screening. During the screening stage, titles and abstracts of 143 studies were assessed, resulting in the exclusion of 43 studies due to irrelevance to communication instruction or criminology contexts.

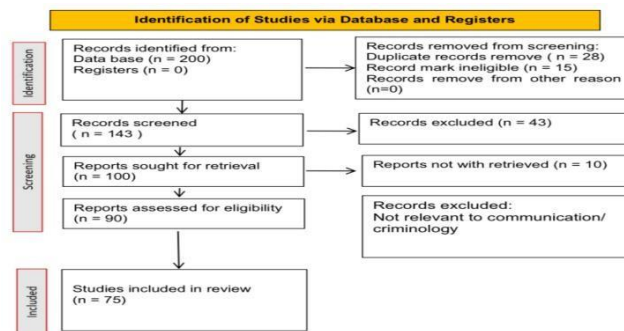


Figure 1: PRISMA 2020 Flow Diagram for Systematic Literature Review

In the eligibility stage, 100 full-text articles were assessed; however, 10 were not retrievable, leaving 90 studies for full evaluation. These were examined based on predefined inclusion criteria focusing on relevance to communication competence, instructional strategies, and criminology-related applications. Studies that lacked methodological clarity, relevance, or accessibility were excluded. Ultimately, 75 studies met all criteria and were included in the final synthesis. Data from the included studies were systematically extracted based on authorship, methodology, participants, communication competencies, instructional approaches, and key findings, and were analyzed using thematic synthesis. This process generated key themes such as strategic communication, report writing and documentation, investigative interviewing, collaborative learning, and experiential training methods. The PICO framework was also applied to structure the analysis in terms of population (criminology students), intervention (communication instruction), comparison (general versus discipline-specific approaches), and outcomes (communication competence and professional readiness). Overall, the PRISMA flow revealed a systematic refinement from 200 initial records to 75 included studies, highlighting issues of contextual mismatch and limited criminology-specific communication research, despite the growing body of literature on communication education in general.

Objectives of the Study

This study aims to explore and interpret how existing literature presents the relevance and teaching practices of Purposive Communication in the context of tertiary-level criminology education. Specifically, it seeks to examine how academic literature and instructional materials describe the content and contextual focus of Purposive Communication as applied to criminology students, interpret the communication skills and classroom strategies identified in the literature as essential for developing profession-specific competencies, and synthesize insights on how existing curricula and teaching practices address the real-world communication demands of criminology professionals through a qualitative analysis of the literature.

Materials and Methods

This study employed a qualitative descriptive research design to systematically examine and interpret existing literature on the integration and teaching of Purposive Communication in

tertiary-level criminology education. This approach is appropriate for studies that aim to synthesize knowledge, identify patterns, and generate thematic insights from previously published works rather than produce new empirical data. It enabled the organization, comparison, and interpretation of findings across multiple scholarly sources, providing a comprehensive understanding of how communication competence is developed among criminology students and how it contributes to professional readiness in law enforcement and justice-related fields.

Relevant literature was gathered from academic databases such as Google Scholar, ERIC, and ResearchGate. The selection of sources followed specific inclusion criteria, including studies published between 2015 and 2025, peer-reviewed journal articles, theses, and scholarly publications focusing on communication skills, Purposive Communication, or communication instruction in higher education, particularly within criminology or related disciplines. Non-scholarly sources, opinion-based articles, and studies not directly related to the research focus were excluded to maintain the rigor and credibility of the analysis.

To ensure a structured and systematic review, the study adopted the PICO framework (Population, Intervention, Comparison, and Outcome) as an analytical guide. The population referred to criminology students enrolled in criminology-related academic programs, while the intervention focused on the teaching strategies, pedagogical approaches, and curricular integration of Purposive Communication or related communication instruction. The comparison examined differences between general communication instruction and contextualized, discipline-specific approaches tailored to criminology students. The outcome emphasized the development of communication competencies, including oral communication, investigative interviewing, report writing, ethical communication, and overall professional readiness for law enforcement practice.

A thematic analysis was conducted to synthesize the findings of the selected studies. Data were coded and categorized based on recurring themes related to communication competence, instructional strategies, and curriculum design. Through this process, patterns, similarities, and gaps in the literature were identified, allowing for a comprehensive and evidence-based synthesis. This methodological approach ensured analytical consistency and provided a coherent foundation for examining how Purposive Communication can be effectively contextualized to meet the professional demands of criminology education.

Results and Discussion

Content and Context of Purposive Communication for Criminology

The synthesis of literature presented in Table 1 reveals four major thematic areas that collectively describe the content emphasis and course relevance of Purposive Communication in criminology education. These themes include curriculum mandates and course relevance, instructional strategies and student engagement, student communication needs, and professional and applied communication. Together, these categories illustrate how communication instruction is positioned as both an academic requirement and a professional preparation tool for criminology students.

Table 1
Content Emphasis and Course Relevance in Criminology Education

Theme	Code	Author(s)
Curriculum Mandates & Course Relevance	Policy / GE Requirement	Commission on Higher Education
	Curriculum Integration	Vizconde, C. J.
	Curriculum Enhancement	Obliaanda, J. C., & Nabe, N. C.
Instructional Strategies & Student Engagement	Contextualized Teaching	Avila, M. O.
	Multimedia-Based Instruction	Delos Reyes, R. J.
	Learning Strategies	Camacho, R. D.
	Targeted Instruction	Reith-Hall, E., & Montgomery, P
	Contextualized Syllabi	Chang, L. L.
Student Communication Needs	Language Support	Paz, R. M.
	Competency Assessment	Mallillin, L. L. D., & Caranguian, R. G.
	Communication Challenges	Ayawan, J. E.
	Skill Requirements	Mapangdol, E. B.
Professional & Applied Communication	Report Writing & Accuracy	Güss, C. D., Tuason, M. T., & Devine, A.
	Police Writing Styles	Eerland, A., & van Charldorp, T.
	Law Enforcement Guidelines	International Association of Chiefs of Police
	Testifying Skills	Heldmyer, M. M
	Documentation Practices	Schade, S., & Thielgen, M. M.,
	Communication Skills in Public Interaction	Wang, C., Gao, Q., & Wang, H.
	Mock Trials & Argumentation	Miller, J.
	ESL Learner Performance	Pontillas, M. S.
	Instructional Module Effectiveness	Denso, D. L. T.
	Research Methodology Guidance	Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K
	Professional Interview Quality	Williamson, T., & Shepherd, E.
	Student Achievement & Communication	Malao, S. F., Lumines, B. B., & Martinez, B. B.

In terms of curriculum mandates and course relevance, the literature indicates that Purposive Communication is strongly anchored on policy directives established by the Commission on Higher Education (CHED), ensuring its inclusion as a general education requirement in criminology programs. Studies by Vizconde, Obliaanda and Nabe emphasize curriculum integration and enhancement efforts, showing that institutions actively align communication courses with program outcomes. This suggests that curriculum frameworks provide a structured foundation for implementing communication instruction, although variations in implementation practices may affect consistency across institutions.

Regarding instructional strategies and student engagement, the findings highlight the importance of learner-centered and contextualized approaches in facilitating communication skill development. Works by Avila, Delos Reyes, Camacho, Reith-Hall and Montgomery, and Chang demonstrate that strategies such as contextualized teaching, multimedia-based instruction, targeted instruction, and structured syllabi contribute to improved student engagement. These approaches allow learners to connect communication theories with criminology-related contexts, promoting more meaningful learning experiences. However, the literature also implies that the effectiveness of these strategies depends on how consistently they are applied and supported by appropriate instructional design.

The theme on student communication needs reveals recurring concerns regarding language proficiency, communication competency, and applied skill development. Studies by Paz, Mallillin and Caranguian, Ayawan, and Mapangdol highlight the importance of language support systems, competency-based assessment, and targeted skill requirements in addressing student difficulties. The literature suggests that criminology students often require additional scaffolding in areas such as academic writing, oral communication, and professional expression. This indicates a need for structured interventions that support gradual development of communication competence throughout the course.

In the area of professional and applied communication, the literature strongly emphasizes the relevance of communication skills in real-world criminology practice. Studies and guidelines from Güss et al., Eerland and van Charldorp, and the International Association of Chiefs of Police highlight the importance of report writing accuracy, police documentation standards, and communication protocols in law enforcement. Additional works by Heldmyer, Schade and Thielgen, Wang et al., and Miller further emphasize skills in testimony, public interaction, and argumentation. Moreover, research on instructional modules, ESL learner performance, research methodology guidance, professional interviewing, and student achievement demonstrates that communication competence is enhanced through applied, practice-based learning experiences. These findings indicate that communication instruction becomes more effective when aligned with professional standards and real-world criminology tasks.

Overall, the synthesis in Table 1 shows that Purposive Communication in criminology education is shaped by the integration of curriculum mandates, instructional approaches, student learning needs, and professional communication requirements. The literature consistently suggests that communication competence is best developed through contextualized, applied, and structured learning experiences that reflect the realities of law enforcement practice. This alignment ensures that students are not only academically prepared but also equipped with the communication skills necessary for professional effectiveness in criminology-related fields.

Instructional Strategies That Build Criminology-Specific Communication Skills

The synthesis of literature presented in Table 2 reveals four major thematic areas that explain how instructional strategies contribute to the development of criminology-specific communication skills. These themes include teacher preparedness and instructional competence, instructional methods and pedagogy, student engagement and learning outcomes, and student communication needs and barriers. Collectively, these themes show that effective communication skill development in criminology education depends on the interaction between instructor capability, teaching approaches, learner engagement, and the communication challenges experienced by students.

Table 2
Instructional Strategies That Build Criminology-Specific Communication Skills

Theme	Code	Author(s) & Year
Teacher Preparedness & Instructional Competence	Teacher Readiness	Eustaquio, M. T. L., & Tandoc, J. P., Jr
	Teacher Communication Skills	Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M.
	Instructor Readiness & ICT Skills	Albrando, E., & Revisa, W. A.
Instructional Methods & Pedagogy	Interactive & Experiential Methods	Selvam, V. J.
	Large Class Strategies	Pascua, D. P., Jr.
	English for Academic Purposes	Miñoza, J.
	Multimedia & Digital Tools	Delos Reyes, 2020; Rice, M. F., & Ortiz, K. R.
	Co-Teaching & Global Approaches	Marquinez, L. S.
Student Engagement & Learning Outcomes	Engagement & Academic Performance	Abbott, G. C. Delfino, A. P.
	Holistic Approaches	Bowden, J. L. H., Tickle, L., & Naumann, K.
	Self-Esteem & Performance	Vacalares, S. T., Ocliaman, J., Maglangit, J. M., & Ledesma, F. G. R.
	Classroom Communication Techniques	Salamondra, T.
Student Communication Needs & Barriers	English Language Needs	Bangcaya, S., Lumawag, A., Mencias, J., Tagalog, A. J., & Escandallo, J. C.
	Communication Proficiency Gaps	Dela Cerna, J. C. A.
	Communication Barriers	Ayawan, J. E., Duyapat, N. O., & Martin, A. B.
	Communication Skill Development	Genelza, G.
	Curriculum Contextualization	Santos, M. E., Miller, J. C., & Martin, J. T.
	Curriculum Design	Stockdale, K. J., Sweeney, R., & McCluskey Dean, C.
	Teaching Strategies	Bayhon, R. E.
	Non-Verbal Communication	Bambaeroo, F., & Shokrpour, N.
	Teaching Strategies & Outcomes	Mahdi, S.
	Active Learning & Debate	Macías Espejo, B.
	Communication Gaps & Pedagogical Improvements	Skoczek, P. B.
Influencing Factors	Dumandan, A. R.	

In terms of teacher preparedness and instructional competence, the literature emphasizes that the effectiveness of communication instruction is strongly influenced by the readiness and capability of instructors. Studies by Eustaquio and Tandoc, Khan et al., and Albrando and Revisa highlight that teacher communication skills, readiness for instruction, and ICT competence play a key role in delivering effective learning experiences. The findings suggest that instructors who are well-prepared and digitally competent are more capable of facilitating communication-focused activities and adapting to diverse classroom needs. This indicates that teacher development programs are essential in strengthening the delivery of criminology-specific communication instruction.

The literature on instructional methods and pedagogy underscores the value of interactive, experiential, and technology-integrated approaches in enhancing students' communication skills. Selvam highlights the effectiveness of engaging, hands-on learning methods, while Pascua emphasizes practical strategies for handling large classes. Miñoza identifies English for Academic Purposes as a crucial foundation for communication development, whereas Delos Reyes, along with Rice and Ortiz, stresses the importance of multimedia and digital tools in improving instructional delivery. Furthermore, Marquinez points to co-teaching and globalized approaches as supportive strategies in communication instruction. These studies suggest that adopting diverse, adaptable, and flexible teaching methods is essential to meet the varying needs of students and learning contexts, particularly in criminology education.

On the basis of the theme on student engagement and learning outcomes, when students participate actively in their education, their communication skills increase. While Bowden et al. stress holistic approaches that enhance overall student development, studies by Abbott and Delfino demonstrate a beneficial association between involvement and academic success. According to Vacalares and colleagues, affective elements have a major impact on student results and emphasize the importance of self-esteem in communication effectiveness. Salamondra also highlights classroom communication strategies that promote engagement and engagement. Overall, research indicates that when students are given the chance to actively participate in and practice communication activities, engagement-focused tactics support the development of greater communication skills.

The literature on student communication needs and barriers consistently points to ongoing challenges in English language proficiency, communication gaps, and limited opportunities for skill development. Studies by Bangcaya et al., Dela Cerna, and Ayawan et al. reveal that many students struggle with language-related difficulties that hinder effective communication. Meanwhile, Genelza and Santos et al. stress the importance of structured communication training and curriculum contextualization to better address these issues. Research by Stockdale et al. and Bayhon underscores the role of well-designed curricula and effective teaching strategies in overcoming communication challenges. In addition, Bambaeroo and Shokrpour highlight the significance of non-verbal communication, while Macías Espejo advocates for active learning methods such as debates to enhance communication skills. Furthermore, Skoczek and Dumandan emphasize the need for continuous pedagogical improvement and a deeper understanding of the various factors influencing students' communication performance.

The synthesis in Table 2 indicates that the development of criminology-specific communication skills is shaped by the alignment of teacher preparedness, instructional methods, student engagement strategies, and learner communication needs. The literature consistently suggests that communication competence is strengthened through interactive, technology-supported, and learner-centered approaches, supported by well-prepared instructors and responsive curriculum design. This alignment ensures that communication instruction is both effective and relevant to the demands of criminology education and professional practice.

Real-World Professional Demands

The synthesis of literature presented in Table 3 highlights the alignment of communication instruction with the practical demands of law enforcement through six interconnected thematic areas: strategic and professional communication, report writing and documentation, interviewing and field communication, teamwork and collaborative learning, scenario-based and experiential training, and competency and performance. These themes collectively demonstrate how communication instruction in criminology education is structured to reflect real-world professional requirements and operational standards in policing and criminal justice practice.

Table 3
Alignment of Communication Instruction with Law Enforcement Practice

Theme	Code	Author(s) & Year
Strategic & Professional Communication	Strategic Communication	Kawalya-Tendo, C.
	Professional Standards	McClellan, S. E., & Gustafson, B. G.
	Soft Skills & Professionalism	Pittaro, M.
	Communication as Core Competency	Taraskevičiūtė, A., & Dobrzinskienė, R.
	Needs Analysis	Sharmin, S.
	Collaborative Report Writing	Vredeveldt, A., Kesteloo, L., & van Koppen, P. J.,
	National Policing Communication Standards	National Academies of Sciences
Report Writing & Documentation	Police Report Accuracy	Vredeveldt, Kesteloo & van Koppen, 2018
	Report Clarity	Yu, H., & Monas, N.
	Technical Writing Model	Abaday, E. C.
	Documentation & Higher Ed	Edwards, B. D.
	Professional Communication in Law	Mavrova Heinrich, D. R.
Interviewing & Field Communication	Open-Ended Questioning	Zekiroski H, Powell M.B. & Cashman K.
	Suspect Interviewing	Kassin, S., Appleby, S., & Perillo, J. T.
	Fieldwork Communication Challenges	Lumingkit, N. N. D., Ramientos, C. M. C., Calimpong, E. M., Jr., Pescador, F. C. L., Daniel, E. R., & Cuevas, J. F., Jr
Teamwork & Collaborative Learning	Team-Based Learning	Nodeland, B., Craig, J. M., & Meitl, M. B.
	Jigsaw Method	Preece, D.
Scenario-Based & Experiential Training	De-escalation & Relational Communication	Lavoie, J. A. A., Alvarez, N., & Kandil, Y.
	De-escalation Skills	McLean, K., Bussey, T., Nix, J., Rojek, J., & Alpert, G. P
Competency & Performance	Communication & Job Performance	Gustilo, S., & Tuble, R.
	Sustainable Communication	Adamonienė, R., Milašiūnaitė, V., & Pūraitė, A.
	Essential Communication Skills	Singh, A.
	Speaking Competence	Maba, W.
	Communicative Competence Strategies	Kiessling, C., & Fabry, G.
	Training & Guidelines	PowerDMS.

In the area of strategic and professional communication, the literature emphasizes communication as a core competency in law enforcement. Studies by Kawalya-Tendo, McClellan and Gustafson, and Pittaro highlight the importance of professionalism, soft skills, and adherence to communication standards in policing. Taraskevičiūtė and Dobrzinskienė further position communication as a fundamental skill for effective law enforcement performance, while Sharmin underscores the role of needs analysis in designing relevant communication instruction. Collaborative report writing, as discussed by Vredeveldt et al., and national policing communication standards identified by the National Academies of Sciences, reinforce the importance of structured and standardized communication practices. These findings suggest that communication instruction must align with professional expectations and organizational standards to ensure relevance and applicability.

With respect to report writing and documentation, the literature consistently highlights the need for clarity, accuracy, and technical precision in police documentation. Studies by Vredeveldt, Kesteloo, and van Koppen emphasize the importance of report accuracy, while Yu and Monas focus on clarity in written communication. Abaday introduces technical writing models that support structured documentation, and Edwards discusses the role of documentation skills in higher education. Mavrova Heinrich further emphasizes professional communication in legal contexts. These findings indicate that report writing is a foundational skill in criminology that requires systematic instruction and continuous practice to meet professional standards.

In the domain of interviewing and field communication, the literature identifies essential communication techniques required

in investigative and operational settings. Studies by Zekiroski, Powell, and Cashman highlight the effectiveness of open-ended questioning in obtaining reliable information, while Kassin, Appleby, and Perillo examine approaches to suspect interviewing. Research by Lumingkit et al. addresses communication challenges encountered during fieldwork, emphasizing the need for adaptability and situational awareness. These findings suggest that communication instruction should incorporate practical interviewing techniques and prepare students for real-life interaction in investigative contexts.

The theme of teamwork and collaborative learning underscores the importance of communication within group-based environments. Nodeland, Craig, and Meitl highlight team-based learning as a strategy for developing collaborative communication skills, while Preece discusses the effectiveness of the jigsaw method in promoting shared responsibility and interaction among learners. These approaches demonstrate that communication competence extends beyond individual performance and includes the ability to function effectively within teams, which is essential in law enforcement operations.

Scenario-based and experiential training is also emphasized as an effective approach in aligning communication instruction with professional practice. Studies by Lavoie, Alvarez, and Kandil, as well as McLean et al., focus on de-escalation and relational communication skills, which are vital in managing conflict and maintaining public safety. These findings indicate that experiential learning strategies, such as simulations and scenario-based exercises, allow students to apply communication skills in realistic contexts, thereby enhancing both competence and confidence.

Finally, the theme on competency and performance highlights the relationship between communication skills and professional effectiveness. Studies by Gustilo and Tuble link communication competence to job performance, while Adamonienė et al.

emphasize sustainable communication practices. Singh identifies essential communication skills required in professional settings, and Maba focuses on speaking competence. Kiessling and Fabry discuss strategies for developing communicative competence, while PowerDMS provides guidance on training and communication standards. These findings suggest that communication instruction should be continuously evaluated and aligned with performance outcomes to ensure its relevance to professional practice.

Overall, the synthesis in Table 3 demonstrates that communication instruction in criminology education is closely aligned with the demands of law enforcement practice. The integration of strategic communication, technical writing, interviewing skills, collaborative learning, and experiential training supports the development of competencies required in professional settings. This alignment ensures that students are equipped with the necessary communication skills to perform effectively, responsibly, and confidently in law enforcement and criminal justice roles.

Conclusion

The findings indicate that Purposeful Communication in criminology education is systematically aligned with curriculum requirements, instructional practices, and the communication

demands of law enforcement. As shown in Table 1, the course content is anchored on established curriculum mandates and emphasizes essential competencies such as report writing, investigative interviewing, and professional interaction. Table 2 demonstrates that the development of these competencies is facilitated through appropriate instructional strategies, particularly those that are interactive, experiential, and supported by instructor preparedness. Table 3 further establishes that these communication competencies correspond directly to the functional requirements of law enforcement practice, including documentation, field communication, teamwork, and scenario-based operations.

The results consistently show that communication competence is enhanced when instruction is contextualized, practice-oriented, and aligned with professional standards. The use of applied learning activities, such as simulations, structured writing tasks, and collaborative exercises, contributes to the development of both technical and professional communication skills.

The study affirms that the integration of relevant course content, effective pedagogical approaches and alignment with professional communication practices strengthens the role of Purposive Communication in criminology education. Continued emphasis on experiential learning, instructor development, and competency-based instruction is necessary to further enhance students' communication competence and ensure their readiness for professional roles in law enforcement and the broader criminal justice system.

Recommendation

Based on the findings of the study, several recommendations may be proposed to enhance the effectiveness of Purposive Communication in criminology education. First, curriculum developers and academic institutions may strengthen the integration of discipline-specific communication tasks within the course. This may include the systematic inclusion of activities such as police report writing, investigative interviewing, courtroom simulations, and public interaction exercises to ensure alignment with law enforcement communication demands.

Second, instructors may adopt more consistent use of contextualized, experiential, and learner-centered instructional strategies. The incorporation of scenario-based learning, role-play activities, and multimedia-supported instruction may provide students with opportunities to apply communication skills in realistic and professionally relevant situations. Additionally, continuous faculty development programs may be implemented to enhance teacher preparedness, particularly in communication pedagogy and the use of instructional technologies.

Third, institutions may establish structured mechanisms for assessing and supporting student communication competence. This may include the use of competency-based assessments, regular feedback systems, and targeted interventions such as language support programs or communication workshops to address identified gaps in writing, speaking, and professional communication skills.

Finally, ongoing curriculum evaluation and alignment with current law enforcement standards may be maintained to ensure the continued relevance of Purposive Communication instruction. Collaboration with practitioners and industry stakeholders may

further enhance the applicability of course content and instructional practices.

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