



Mapping of Educational Outcomes: Basis for an Enhanced Criminology Education Plan

Juniel C. Oblianda

University of Mindanao Professional School, Matina, Davao City, Philippines

E-mail: junielcatubigoblianda@gmail.com

<http://dx.doi.org/10.47814/ijssrr.v7i12.2414>

Abstract

This study traced the graduates of the BS in Criminology program from a Criminology School in Davao City, covering the School Years 2013-2017. It utilized a descriptive survey method, with 154 graduates selected as respondents through random sampling. The research adopted the BS in Criminology Tracer Study Questionnaire developed by CHED and revised by Licudine et al. (2010) as its instrument. Data collection was conducted using two methods: face-to-face distribution and online distribution via Google Forms. For statistical analysis, frequency and percentage were used. The results indicated that the majority of participants were single males who graduated in 2017 and resided in the urban area of Davao del Sur. Most graduates had passed the Licensure Examination for Criminologists, while a few were enrolled in a Master of Science in Criminal Justice (MSCJ) program. Additionally, many graduates completed training in the Public Safety Basic Recruit Course (PSBRC) for professional development. Regarding employment data, most graduates were currently employed by the Philippine National Police, citing salaries and benefits as key reasons for remaining in their positions. They were walk-in applicants and found employment within 1-6 months after graduation. Graduates believed that modern facilities, competent faculty, and student communication skills could enhance the school's competitive edge. As a result of this research, a Criminology Educational Plan was developed.

Keywords: *Criminal Justice; Tracer Study Criminology Graduates; Quantitative; Non-Experimental; BS in Criminology Educational Plan; Philippines*

Introduction

The prevalence of skills mismatch is one factor contributing to the ongoing unemployment issue. A mismatch in the labor market results from the fact that many job seekers lack the skills employers currently require. Because of this skill gap, people are unable to find suitable employment, which raises

the unemployment rate (Bernal, 2023). These issues bring up important questions about curriculum, instruction, skill development, and teacher qualifications for the country's educational systems.

The quality of graduates obtained is a crucial component of quality in higher education. By fostering the development of job-related skills and competencies that ready students for the workforce, higher education adds value. Higher education institutions are primarily in charge of providing people with the advanced knowledge and abilities needed for roles with authority in the public sector, business, and other domains. Any program of study must continuously assess its curriculum to make sure that its content is up-to-date, excellent, and responsive to market demands. One method used by institutions to accomplish this is through tracer studies. The concern about misalignment between pedagogy and then the market is even greater in developing countries (Riva, 2019).

Employability skills are the most important in the twenty-first century to compete for jobs and keep a job in the industrial global market. Schools are required to offer training that satisfies the requirements employers have for their workforce. Although industries may have different requirements, they all have a set of qualities that they hope applicants will have that will support institutional goals. Employers will always search for graduates who meet their standards, regardless of whether those graduates' skills are related to or unrelated from their field of specialization (Albina & Sumagaysay, 2020).

Higher Education Institutions (HEIs) face difficulties in striking a balance between the advancement of the field and the professional applicability of their curricula, as evidenced by the employment rates of their graduates. Similarly, every academic institution takes pride and honor in producing graduates who are employable across the globe. Government organizations have been pushing employers and schools to collaborate on employability-related issues. To ascertain whether or not the program has contributed to the graduates' overall development, institutions must monitor the performance of their graduates in terms of abilities, cognition, and disposition as some of the elements influencing graduates' employability (De Chavez, 2022).

The unemployment rate among recent graduates in Malaysia is influenced by several factors, the most prevalent of which are job mismatches and graduates' lack of employability skills. Unemployed graduates lack many employability skills, including problem-solving, soft skills, communication, and creative aptitude (Salahudin et al, 2023). Likewise, in the Philippines, the nation's severe issue with job-skill mismatch results from years of disconnect. It is a major factor in the Philippines' underemployment and unemployment, which keeps us from realizing the full potential of our youthful labor force. Companies are hiring, but there are still a lot of open positions. However, a lot of people still struggle to find employment, according to Justine Raagas, executive director of PBE, the Philippine Business for Education (Chanco, 2023).

The president of the Davao City Chamber of Commerce, Arturo Milan called on the government to seek solutions to the regional employment imbalance to meet the demand for skilled workers. He said: "Some things don't fit. The government should look at the skills that are really needed in the market and try to develop them," he added. He also encouraged applicants to improve their skills to improve their employability (Colina IV, 2018).

It is obvious that every university needs to carry out a tracer study in order to determine whether the programs offered are in line with the needs of the labor force and whether the graduates are sufficiently qualified in their fields. Conversely, a tracer study allows universities to map the paths of their graduates, making it an ideal tool for clearly indicating course outcomes (Mina et al, 2020).

A study of university graduates is called a "graduate tracing study," sometimes referred to as a "tracer study." The findings of this tracer study can be applied to the assessment of educational initiatives.

Alumni are leading the way in the study program to always inspire them to look forward while also drawing members of their younger generation to join and experience their success. Alumni determine the caliber of instruction and learning activities at the university, including the caliber of education personnel as well as lecturers (Cosmiano, et al, 2023).

The study of Refugia (2023), reveals that the majority of graduates, according to the findings, work jobs related to their courses permanently. When considering their first career or continuing in their current roles, graduates place a high value on the agency's or institution's benefits and salary. Nonetheless, it took graduates longer to find employment, with family concerns being the main cause of unemployment. It was also discovered that the requirements specified by the organization or school for which the application was made are the most important difficulties or issues that the graduates faced. While there are many options and career paths available to graduates of the BS in Criminology program, they must be adequately prepared and possess the necessary skills to meet the demands of employers. Therefore, colleges and universities must update their curricula to meet the demands of business.

Davao Central College, Inc. aims to provide its students with equal development and opportunities that exceed those offered by other universities and colleges. The college is committed to appropriately applying skills that align with graduates' future employment needs. The findings of this study will serve as a foundation for the college to improve, update, or enhance the Bachelor of Science in Criminology programs and services, making them more responsive to both community needs and the field of law enforcement. Given the increasing rates of criminality in society, there is a pressing need for criminology graduates to be trained to handle law violations effectively, requiring timely intervention from law enforcement. Sensitive cases often necessitate careful management to prevent complications.

In light of these issues, the researcher seeks to examine the employability of BS Criminology graduates from Davao Central College who graduated between the academic years 2013 and 2017. This study will assess the qualifications of these graduates about the government's need to address criminality in the Philippines. Additionally, it will evaluate the relevance of the program curriculum, as well as the essential knowledge, skills, and attitudes acquired by the graduates. The research will also explore the personal and professional characteristics of criminology graduates, their job placements, and any school-related factors that may influence their employment. The study's main objective was to determine the employability status of graduates of Criminology of Davao Central College, Inc. based on their employment, their statuses, and the relevance of the programs, curriculum, and student competency received from the institution according to the current trends and demand in the employment sector. Specifically, this graduate tracer study sought to answer the following objectives: (1). Determine the biographic profile of the Criminology graduates in terms of civil status, sex, age, year graduated, region of origin, province, and location of residence; (2). Ascertain the educational training, professional licensing qualifications, and competencies of the graduates; (3). Identify the different trainings attended by the graduates after college; (4). Categorize the present employment standing of the graduate; and (5). Develop an intervention program to enhance the offering of BS Criminology at Davao Central College, Incorporated.

This study is anchored on the Human Capital Theory of Becker (1994). Human Capital Theory (HCT) concludes that investment in human capital will cause greater economic outputs however the validity of the thought is sometimes hard to prove and contradictory. In the past, economic strength was largely obsessive about tangible physical assets like land, factories, and equipment. Labor was a necessary component but increases in the worth of the business came from investment in human capital equipment. Most contemporary economists appear to agree that boosting education is essential to enhancing human capital and, eventually, the state's economic production.

Human capital theory rests on the belief that formal education is very instrumental and necessary to enhance the productive capacity of a population. In short, human capital theorists argue that an informed population may be a productive population. The human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the extent of the cognitive stock of economically productive human capability, which may result from an investment in people generally and from intrinsic qualities. The supply of formal education is seen as an investment in human capital, which proponents of the speculation have considered as equally or maybe more worthwhile than that of physical capital (Olaniyan & Okemakinde, 2008).

Moreover, the success of any nation in terms of human development is dependent upon the physical and human capital stock. Thus, recent social research focuses on the behavioral sciences of humanity concerning economic productivity. Generally, human capital represents the assets each individual develops to boost economic productivity. Further, human capital is concerned with the wholesome adoption of the policies of education and development. In short, human capital theorists argue that an educated population may be a productive population. The supply of formal education is seen as a productive investment in human capital, which the proponents of the speculation have considered as equally or perhaps more equally worthwhile than that of physical capital (Almendares, 2011).

There is a general belief that citizens are the foremost essential of each nation within the world. This is often because the success of the country in terms of economic stability and progress is very dependent on a nation being one in every of the products of getting educated citizens. The more and also better educated people are the greater the probability of economic development the government is fully responsive to this fact, which is why one of the essential thrusts of each country is to produce quality education for its citizens. Education is the key to progress because it hastens power to liberate citizens from the grips of illiteracy, ignorance, and poverty. The Philippines being one of the underdeveloped countries in Asia, is aware that it's also the simplest escape route from poverty Licudine et, al (2010).

Another support theory is the theory of employability by York and Knight, (2006) which explains that employability is the result of a person's education, accomplishments, and comprehension of the personal skills necessary to succeed in work within their chosen field. According to Mainga, et. al (2022), among the crucial employability abilities for securing jobs from basic to entry-level roles, communication skills, ability to learn, positive outlook and conduct, and skills in solving problems rank highest. The key finding was that 'learning skills' were placed in second position in terms of importance as employability abilities.

The Input-Process-Output (IPO) Model was utilized as the Conceptual Framework for this study. In the IPO model, a procedure is seen as a progression of boxes (handling components) associated with sources of info and yields. Data or material articles course through a progression of assignments or exercises dependent on a lot of guidelines or choice of focus. What goes in is the input; what causes the change is the process; what comes out is the output. In this case, the input is the research or statement of the problem; the process is the questionnaire/survey and descriptive analysis; and the output is the proposed program enhancement. This study utilized an adopted questionnaire based on the questionnaire of CHED revised by Licudine et al, 2010 of the Philippine College of Criminology (PCCR).

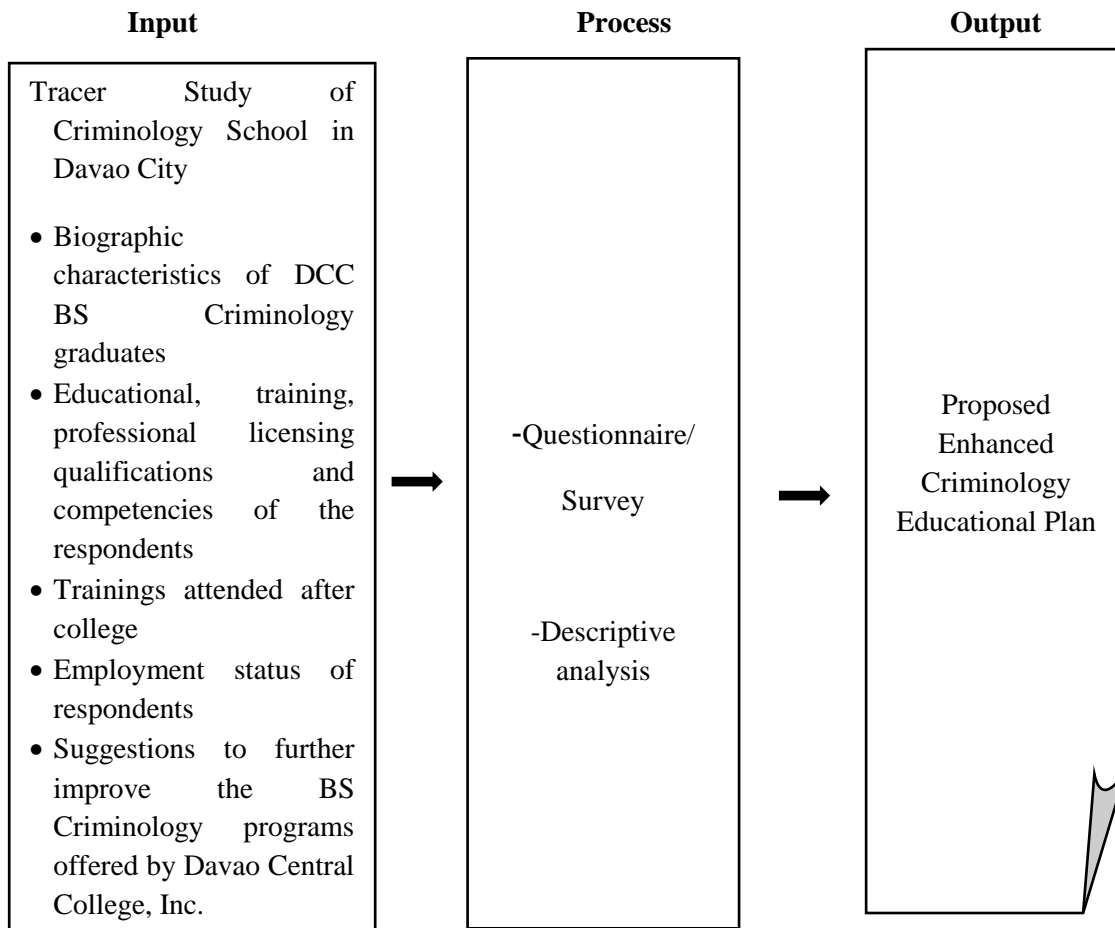


Figure 1. Conceptual Framework of the Study

This research takes a systemic approach. The study's conceptual paradigm is depicted in Figure 1. It was divided into three (3) sections: input, process, and output. Input: The following factors were taken into account by the researcher: (a). Biographic characteristics Bachelor of Science in Criminology graduates from A.Y. 2013-2017; (b). Educational, training, professional licensing qualifications, and competencies of the respondents; (c). Training attended after college; (d). Employment status of respondents; and (e). Suggestions to further improve the BS Criminology programs offered by Davao Central College. Process: As part of the process, the researchers looked at the respondents' profiles, distributed questionnaires, and conducted surveys online via Google Forms and face-to-face surveys for those graduates who met by chance. Output: It focuses on the intervention program which is the Enhance Criminology Educational Plan (ECEP).

The study aims to evaluate the strengths and weaknesses of the Davao Central College BS Criminology program by analyzing the performance of its graduates in the board examination and assessing students' academic preparedness. Alumni will find valuable information in this study, as the recommendations and findings will be used to motivate and encourage them to assist fellow graduates in securing employment opportunities. This will be achieved by providing unbiased information that demonstrates the readiness of graduates for the job market. As the only institution offering Criminology education in Toril, Davao City, the administration of Davao Central College needs to supply reliable information regarding the employability skills of their graduates. This data will serve as a foundation for enhancing both curricular and extracurricular programs at the institution.

Furthermore, the results of this study could inform educational reforms, improve the career guidance program, and help establish a functional placement office that will support and facilitate the job placement of graduates in their respective fields. These outcomes could lead to appropriate measures that further academic excellence at the institution, both nationally and internationally. Based on the gathered data, the college can take innovative steps to address weaknesses in the curriculum, improve instructor efficiency through development training, procure advanced equipment—particularly in criminalistics—and update outdated reference materials.

Similarly, deans and instructors can utilize the results of this study to evaluate the quality and relevance of their teaching. The insights gained will help them identify which Criminology subjects need strengthening and modification to meet the demands of the current profession. It will also assist in assessing their training methodologies in light of innovations and technology-based equipment. Moreover, employers from both government and private sectors can use the findings as a foundation for recruiting and selecting highly skilled Criminology graduates.

Additionally, this information can help parents see that their investment in their children's education is yielding results, while the community benefits from having better-trained students and employed graduates. The researcher will also benefit from the study, as the research methodology, statistical tools, findings, conclusions, and recommendations can serve as a reference for conducting similar or related studies in the future.

Ultimately, this research will enable aspiring criminologists to understand the quality of the curriculum, the adequacy of school facilities, the competence of instructors at Davao Central College, and the job opportunities available to them after graduation. It will also assist the Commission on Higher Education (CHED) in identifying and eliminating outdated elements of the curriculum while formulating new provisions that align with modern demands and the skills required by industry for hiring Criminology graduates. The results of this study will provide baseline data on the status of Criminology graduates, which is significant for institutions offering similar courses.

Finally, this research aligns with several United Nations Sustainable Development Goals (SDGs), including SDG 4 (Quality Education). To achieve this goal, Davao Central College should review its programs, curriculum, in-service training, and competency development initiatives to provide inclusive, equitable, and quality education while promoting lifelong learning opportunities for graduates. Likewise, it relates to SDG 8 (Decent Work and Economic Growth) by equipping graduates with relevant knowledge and skills to foster sustained, inclusive, and sustainable economic growth, full employment, and decent work for all. Respectively, it also supports SDG 16 (Peace, Justice, and Strong Institutions), recognizing that sustainable development cannot occur without peace, stability, human rights, and effective governance based on the rule of law. The knowledge gained by graduates will be instrumental in implementing crime-related policies that benefit society, maintain a peaceful community, and reduce the incidence of juvenile delinquency, law violations, illegal activities, and criminal cases.

Method

In this section, the research respondents, materials and instrument, and design and procedure are presented and discussed.

Research Respondents

The respondents of the study were the 96 Bachelor of Science in Criminology graduates of Davao Central College who graduated from 2013 to 2017. The sampling design that was used by the researcher

was the stratified random sampling technique. Using a technique known as stratified random sampling, a population is divided into smaller groupings called strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. It has numerous applications and benefits, such as studying population demographics and life expectancy. It's also known as quota random sampling or proportional random sampling. To ensure the minimum number of necessary samples to meet the desired statistical constraints, the researcher used the Raosoft formula. The result yielded 96 sampling populations. This means 96 or more measurements/surveys are needed to have a confidence level of 90% that the real value is within $\pm 5\%$ of the measured/surveyed value. The margin of error in this case, there is a 95% chance that the real value is within $\pm 6.03\%$ of the measured/surveyed value.

In terms of inclusion criteria, the graduates of 2013 are 24, 2014 is 28, 2015 is 33, 2016 is 30, and 2017 is 39 with a total of 154 graduates, but only 96 participated in the study. Most of the graduates were residing in Region XI so the number of respondents was based on the employed and non-employed graduates in the region. Excluded as the respondents of this study are those graduates from the year 2018 up to the present since they were first graduates in the year 2013 and new graduates in the year 2024. Graduates who are not willing or opt to withdraw from the study are also excluded from the study. They were given complete freedom to leave the study at any time.

Materials and Instrument

The major instrument that was used in gathering the data was the survey questionnaire. This study utilized an adopted questionnaire based on the questionnaire of CHED revised by Licudine et al, 2010 of the Criminology department of the Philippine College of Criminology (PCCR). Minor revisions were made to the original questionnaire to meet the objectives of the present study. The instrument was used on the presumption that respondents are literate, clearly motivated, and willing to participate.

The instrument comprises five parts: Part I- Biographic characteristics of DCC BS Criminology graduates; Part II- Educational, training, professional licensing qualifications and competencies of the respondents; Part III- Training attended after college; Part IV- Employment status of respondents; and Part V- Suggestions to further improve the BS Criminology programs offered by Davao Central College.

Moreover, the reasons the researchers for using the questionnaire are: that it is a less expensive procedure, requires less skill to administer, and could be administered to a large number of respondents simultaneously; it ensures some amount of uniformity from one measurement situation to another because of its standardized wording, order of questions and instructions for recording responses. In completing questionnaires, respondents have confidence in their anonymity so that they will be free to express their views; and it exerts less pressure on the respondents to provide immediate response.

The instrument used was presented to the panel of examiners as well as to the group of experts for validation and appropriateness of the questionnaire. The remarks and observations of the experts were properly followed so that the questionnaire was properly contextualized, wherein each item from the questionnaire was suited according to the context of the respondents. The said set of questionnaires were all validated by the panel of experts and rated on a five-level scale as follows: Dr. William Revisa rated it 4.00, Dr. Carmelita Chavez rated it 4.00, Dr. Joel Tan rated it 4.57, and Dr. Estrella Cantallopez rated it 4.00. The mean score of the validated questionnaire is 4.14.

Design and Procedure

The researcher utilized the descriptive method of research. Descriptive studies, as defined by Licudine et al. (2010), are intentional processes that involve the collection, analysis, classification, and tabulation of data regarding current circumstances, practices, procedures, trends, and cause-and-effect

relationships. The data are then interpreted appropriately and accurately, either with or without the use of statistical tools. Reliability testing procedures have been employed to assess the credibility and stability of the measurements that supported the integrity of the study findings. The instrument was pilot-tested on 20 BS Criminology graduates of the same institution. The Cronbach Alpha of 0.70 was the basis for its internal consistency.

The data collection followed this protocol. The approval of the School President and the Vice President of Academic Affairs of Davao Central College and upon receiving the UMERC Certification from the UMERC office of the UM-Professional School was sought to collect data. The go signal of the VPAA signified the data collection. A letter of request was submitted to the Office of the Registrar to obtain the list of graduates from the years 2013-2017. A letter of permission to collect data was sent individually to every graduate met by chance and online through the Davao Central College Faculties which is also an alumnus of the school and data collection was done upon the positive action of the respondent of the study. The survey questionnaire was administered by the researcher through Google Forms. Graduates who were met personally or by chance were personally requested to respond to the questionnaire. Collected data was tabulated, analyzed, and interpreted.

In answering the specific problem of the study, the following statistical treatments were employed: (1.) Frequency count. This determined the number belonging to the group. (2) Percentage. This was used to determine the degree of a portion of the variable to the whole.

The study was conducted strictly following ethical guidelines. This study was authorized by the University of Mindanao research ethics committee under UMERC Protocol No. 2023-455. The following standards were met: informed consent procedure, risks and benefits, privacy and confidentiality, and voluntary involvement. Every person is free to choose to participate voluntarily. The study correctly informed the respondents of the repercussions that may be inferred from their involvement and the time they would spend doing the questionnaire, which needed their honesty.

Results and Discussions

This section presents the findings, analysis and discussion on the data gathered.

Biographic Characteristics of DCC BS Criminology Graduates

Table 1 presents the biographical characteristics of DCC BS Criminology graduates. The majority of respondents are single, with a frequency of 64 (67%). Most respondents are male, comprising approximately 62 (67%) percent. The majority of respondents are predominantly aged between 26 to 30 years, accounting for 54 individuals, or 56% of the total. Most of these respondents graduated in 2017. Additionally, the data indicates a connection between the respondents' region of origin, province, and current location. A significant number of respondents hail from Region 11, comprising 96 individuals, which represents 100% of the sample. In terms of province, 94 respondents, or 98%, are from Davao del Sur. Furthermore, 50 respondents, or 52%, live in urban areas.

The findings are supported by the study of Aydinan 2019, which shows that the majority of graduates in Criminology programs are male.

The programs in question are male-dominated due to mandates that allow only 10% of the total quota for female applicants in both regular and attrition hiring within the Philippine National Police (PNP), as well as in other agencies like the Bureau of Fire Protection (BFP) and the Bureau of Jail Management and Penology (BJMP). Most graduates are single, as it is common for them to secure stable employment first to become financially capable before entering marriage. The majority of respondents

fall within the 26-30 age bracket, as most graduates finish college by the age of 22 or older. After graduation, they often need to extend their education for a year or more to obtain the eligibility required for entering law enforcement agencies. There are also mandates in RA 8551 regarding age limits for joining the Tri-Bureaus: candidates must be between 21-30 years old for permanent positions and 31-35 years old for those who secure a waiver as members of minorities and indigenous peoples. Most respondents belong to the batch 2017, which has the highest number of graduates compared to other batches. Additionally, the majority of respondents reside in urban areas of Davao del Sur, Region XI, as most are members of the PNP in that region. There is a mandate that requires hired PNP personnel to remain in their assigned region and fulfill their duties there unless instructed otherwise.

Table 1. Biographic Characteristics of DCC BS Criminology Graduates

Civil Status	N (96)	Percent
Single	64	67
Married	32	33
Sex		
Male	62	65
Female	34	35
Age		
20- 25 years old	26	27
26-30 years old	54	56
31-35 years old	16	17
Year Graduated		
2013	9	9
2014	10	10
2015	26	27
2016	15	16
2017	36	38
Region of Origin		
Region 11	96	100
Province		
Davao del Norte	2	2
Davao del Sur	94	98
Location of Residence		
Rural	46	48
Urban	50	52

The Educational Training, Professional Licensing, Qualifications and Competencies of the Respondents

Table 2 outlines the educational qualifications, training, professional licensing, and competencies of the respondents. A significant majority, 95 respondents (99%), are not enrolled in any degree or advanced study programs. In contrast, a small number, 1 respondent (1%), is pursuing graduate studies, specifically a Master of Science in Criminal Justice. Among the respondents, 68 (71%) are licensed professionals, while 28 (29%) do not hold any other licenses or have passed the Criminology Licensure Examination. Additionally, 1 respondent (1%) is a NAPOLCOM passer. When asked about their reasons

for pursuing the DCC BS Criminology program, the most common response was a "strong passion for the profession," mentioned by 39 respondents (41%).

The results supported Maratas's (2018) study, which found that only a small number of graduates pursued further studies after earning their baccalaureate degrees. The reasons for continuing education primarily centered on personal advancement and professional development. However, it is important to note that most respondents were Board passers, indicating that many graduates may not have attempted or succeeded in passing the degree exam.

The majority of graduates are not pursuing further studies at this time, as most of them have joined the Philippine National Police (PNP). Although graduate studies are essential for their promotions, their main priority is completing their training with the PNP, which is necessary for job security and is also a requirement for promotion according to PNP mandates. Many of these graduates are also Registered Criminologists under Republic Act 6506, as Criminology is a board course. Passing the Criminology Licensure Examination (CLE) is a primary goal for Criminology graduates and is a necessary requirement for entering various law enforcement agencies. Many students choose to pursue a degree in BS Criminology due to their strong passion for the profession, driven by the rampant cases of criminality present in society today.

Table 2. The Educational Training, Professional Licensing, Qualifications, and Competencies of the Respondents

Educational Attainment (Graduate Studies)	N (96)	Percent
Master of Science in Criminal Justice	1	1
Professional Eligibility/ Government Examination Passed		
Registered Criminologist (RA 6506)	68	71
NAPOLCOM Entrance Examination	1	1
No Eligibility/Non-Passers	28	29
Reason for Taking BS Criminology Course		
Inspired by Role Model	30	31
Peer Influence	13	14
Influence of Parents or Relatives	19	20
Grades in High School	7	7
Strong passion for the profession	39	41
Prospect for immediate employment	18	19
Status or prestige of the profession	14	15
Prospect of career advancement	8	8
Affordable for the family	13	14
Prospect of attractive compensation	7	7
No particular choice or no better idea	5	5
Other reason	5	5

Training Attended After College

Table 3 displays the training programs attended after college. A significant majority of the respondents have completed various training courses offered by the Philippine National Police (PNP),

including the PNP Basic Recruit Course (BRT), PNP Field Training Program (FTP), and the Basic Internal Security Operation Course (BISOC), totaling a frequency of 45 (47%). Most respondents pursue training for professional development, with a frequency of 70 (73%).

The results align with the study by Elnaga & Imran (2018), which suggests that employees need access to effective training programs to acquire the necessary information, skills, and abilities for successful job performance. Such training not only enhances their capabilities but also positively influences employee motivation and commitment.

Most respondents have participated in various training programs offered by the Philippine National Police, as mandated by the PNP. These trainings are essential for securing permanency in service and for professional development.

Table 3. Trainings Attended After College

Trainings Attended	N (96)	Percent
PNP Basic Recruit Training	45	47
PNP Field Training Program (PNP-FTP)	45	47
Basic Internal Security Operation Course	45	47
PNP Criminal Investigation Course	45	47
Fire Recruit Orientation Course- BFP	2	2
Basic Security Training	2	2
Basic Jail Officer Training Program	1	1
Candidate Soldier Course	4	4
Forensic Science Training and Workshop	4	4
What made you to pursue training?		
For Promotion	11	11
For Professional Development	70	73
Other reason	15	16

Employment Status of the Respondents in Terms of Whether they are Employed, Reasons why they are not Employed, Employment Status and Skills Acquired in College were able to Apply in their Work

Table 4 displays the employment status of the respondents, including whether they are currently employed, their reasons for not being employed, and how the skills they acquired in college are being applied in their work. A majority of the respondents, 72 individuals (75%), are currently employed. Among the 18 respondents (19%) who are not employed, 6 individuals (6%) indicated that they have never been employed. The data reveals that the primary reason for their unemployment or lack of prior employment is the absence of eligibility, which was cited by 19 respondents (19%). For those employed, the majority of them are regular/permanent with a frequency of 54 or (56%). Some of the respondents are self-employed with a frequency of 24 or (25%), and few of them stated that “public speaking” is the skills acquired in college that they are able to apply in their work with a frequency of 1 or (1%).

The result is parallel to the results of the study by Ruiz et al (2019) which revealed that most of the respondents were employed, holding a regular or permanent position.

One of the main reasons some graduates are not currently employed is that they lack the necessary qualifications required for job applications, especially in the field of law enforcement.

Additionally, some graduates mentioned that public speaking skills acquired in college have been beneficial for self-employment, as these skills are important for engaging and communicating effectively within organizations and communities. Developing these skills can help you create strategies to improve your communication abilities, ensuring you become an effective communicator in the workplace.

Table 4. Employment Status of the Respondents in Terms of Whether they are Employed, Reasons why they are not Employed, Employment Status, and Skills Acquired in College were able to Apply in their Work

Are you employed?	N (96)	Percent
Yes	72	75
No	18	19
Never employed	6	6
Please state the reason why you were not yet employed		
Advance or Further Study	12	13
Family concern and decided not to find a job	8	8
Health related reason	4	4
Lack of work experience	3	3
No job opportunity	9	9
No eligibility	19	19
Do not qualify for the job	3	3
Other reason	14	14
Present Employment Status		
Regular/ Permanent	54	56
Temporary	3	3
Casual	8	8
Contractual	7	7
Self-employed	24	25
If self-employed, what skills acquired in college were you are able to apply in your work?		
Public speaking	1	1

Employment Status of the Graduates in Terms of where are they Employed, Present Occupation and if Their Job is Their First Job in College

Table 4.1 presents the employment status of the graduates, detailing their places of employment, current occupations, and whether their current job is their first position after college. The majority of the respondents, both employed and self-employed, work locally, with 72 individuals (75%) employed in the Philippine National Police, which accounts for a frequency of 45 (47%). Additionally, 63 respondents (66%) reported that their current job is their first after graduating from college.

The results are similar to those found in the study by Nayoyos-Refugia (2024), which indicates that most graduates were primarily employed by government agencies, particularly the Philippine National Police (PNP).

The majority of Criminology graduates found employment locally, primarily securing their first job with the PNP. This profession is considered noble and aligns well with the skills and knowledge they acquired in college.

Table 4.1. Employment Status of the Graduates in Terms of where are they Employed, Present Occupation and if Their Job is Their First Job in College

Where are you employed?	N (96)	Percent
Local	72	75
Present Occupation		
Police Officer (PNP)	45	47
Fire Officer	3	3
Jail Officer (BJMP)	1	1
Security Guard/Officer (PSA/CSU/GSA)	2	2
Teacher	4	4
Bank Employee	1	1
Military (AFP, CAFGU)	4	4
Government Employee	3	3
Other Occupation	33	34
Is this your first job after college?		
Yes	63	66
No	33	34

Employment Status of Respondents in Terms of the Reasons for Staying the Job, If Job is Related to the Course They Took up in College, Reasons for Accepting the Job and Reasons for Changing their Job

Table 4.2 presents the employment status of the respondents, highlighting their reasons for staying in their jobs, the relevance of their first job to their college course, their motivations for accepting their jobs, and the factors influencing their decision to change jobs. Most respondents indicated that they remained in their jobs primarily due to salaries and benefits, with a frequency of 60 (63%). Additionally, a majority of their jobs were related to the courses they studied in college, with a frequency of 65 (68%). When asked about their reasons for accepting their jobs, “salaries and benefits” emerged as the most common reason, cited by 63 respondents (66%). The primary reason for staying in their jobs was also “salaries and benefits,” again reported by 60 respondents (63%). Among those who are no longer employed in their first jobs, the main reason for leaving was also noted as “salaries and benefits,” with a frequency of 41 (43%).

The findings align with those of Refugia (2021), which indicated that most graduates have secured permanent, course-related jobs. Salary and benefits offered by the agency or institution are significant factors that graduates consider when starting their first career while maintaining their current position.

Compensation and benefits play a crucial role in the employee experience; they can attract and retain top talent, motivate and engage employees, and enhance overall job satisfaction. A majority of graduates joined the Philippine National Police (PNP) primarily due to its competitive salaries and benefits. Conversely, graduates who chose not to pursue a career with the PNP may have cited salary and benefits as reasons for their job changes.

Table 4.2. Employment Status of the Respondents in Terms of the Reasons for Staying the Job, If Their First Job is Related to the Course They Took Up in College, Reasons for Accepting the Job and Reasons for Changing their Job

What are your reasons for staying on the job?	N (96)	Percent
Salaries and Benefits	60	63
Career challenge	21	22
Related to special skills	15	16
Related to course or program of study	21	22
Proximity to residence	7	7
Peer influence	6	6
Family income	13	14
Others	10	10
Is your first job related to the course you took up in college?		
Yes	65	68
No	31	32
What were your reasons for accepting the job?		
Salaries and Benefits	63	66
Career challenge	22	23
Related to special skills	20	21
Proximity to residence	8	8
Other reason	10	10
What were your reasons for changing your job?		
Salaries and Benefits	41	43
Career challenge	18	19
Related to special skills	10	10
Proximity to residence	4	4
Other reason	31	32

Employment Status of Respondents in Terms of How They Found Their Job and How Long They Took Their Job

Table 4.3 shows the employment status of the respondents regarding how they found their first job and the duration it took to secure that position. The data reveals that "walk-in" applications were the most common method for finding a first job, with 48 respondents (50%) using this approach. Additionally, when asked how long it took to land their first job, 25 respondents (26%) indicated that it took them between 1 to 6 months.

The findings reinforce the argument of Sandingan et al. (2018), which shows that graduates took their first job as a walk-applicant making them wait to land their first job in 6 months to less than 1 year.

Most respondents are employed by the Philippine National Police. The application process for the Philippine National Police involves multiple stages. Applicants must personally submit all required documents for their application. When the screening procedure begins, all applicants will go through the following process: a. Preliminary interview; b. Physical Agility Test; c. Neuro-Psychiatric Examination; d. Physical, Medical, and Dental Exam; and e. Final Interview. This entire process lasts approximately 6

months. At every stage of the recruitment process, applicants are required to personally appear at the Police Regional Office where they are applying.

Table 4.3. Employment status of respondents in terms of how they found their job and how long did they take their job

How did you find your job?	N (96)	Percent
Response to advertisement	12	13
As a walk-in applicant	48	50
Recommended by someone	21	22
Information from a friend	10	10
Arranged by school's job placement officer	2	2
Family business	7	7
Job Fair or Public Employment Service Office	14	15
How long did it take you to land your job?		
Less than a month	7	7
1 to 6 months	25	26
7 to 11 months	14	15
1 year to less than 2 years	20	21
2 years to less than 3 years	7	7
3 years to less than 4 years	2	2
4 years to less than 5 years	6	6
5 years above	15	16

Employment Status of Respondents in Terms of Job Level Position and Their Initial Gross Monthly Earning

Table 4.4 presents the employment status of the respondents in terms of their job level position and initial gross monthly earnings. Among those employed, 48 respondents (50%) indicated that their current job level position is either rank or clerical. Regarding income levels, the majority, with a frequency of 21 respondents (22%), reported that their monthly gross income at their current job falls within the range of P25,000.00 to P30,000.00.

The findings were supported by the study conducted by Damandaman et al. (2018), which indicates that most respondents are regularly or permanently employed in the Philippine National Police (PNP) in either rank or clerical positions, earning salaries ranging from 20,000 to 30,000 PHP.

Most respondents are members of the PNP, and since they are new to the service, they do not hold high-level positions. The basic monthly salaries for PNP personnel according to their rank are as follows: Patrolman/Patrolwoman - 29,668 PHP and Police Corporal - 30,867 PHP.

Table 4.4. Employment status of respondents in terms of job level position and their initial gross monthly earning

Job level Position	N (96)	Percent
Rank or clerical	48	50
Professional, technical or supervisory	22	23
Managerial or executive	2	2
Self-employee	24	25
What is your initial gross monthly earning?		
Below P5,000.00	7	7
P5,000.00 – P10,000.00	10	10
P10,000.00 – P15,000.00	8	8
P15,000.00 – P20,000.00	8	8
P20,000.00 – P25,000.00	7	7
P25,000.00 – P30,000.00	21	22
P30,000.00 – P35,000.00	14	15
P 35,000.00- P40,000.00	15	16
P 40,000.00 above	6	6

Suggestions to Improve the BS Criminology Programs Offered by Davao Central College

Table 5 shows suggestions for improving the BS Criminology programs offered by Davao Central College. According to the data, 79 respondents (82%) believe that the curriculum and programs provided by Davao Central College, Inc. are relevant to their jobs. Conversely, 17 respondents (18%) disagreed, indicating that they find the curriculum and programs irrelevant to their work. Among this group, the most common suggestion was the need for "competent faculty," with 5 respondents (5%) citing this issue. Additionally, a few suggested improvements, such as the need for modern facilities, additional training and seminars for instructors, and the strengthening of students' discipline, with each of these suggestions receiving 1 response (1%). On the other hand, a majority of those who agreed that the curriculum and programs are relevant to their jobs emphasized that "communication skills" are a crucial competency needed in their professional roles. Aside from the suggestions to further improve the curriculum and programs offered by Davao Central College, Inc., "Modern facilities" with a frequency of 35 (36%) are the most suggested features and issues necessary to give the school a competitive edge in the students in the labor market.

The findings align with a study conducted by Susima in 2019, which suggests that universities should identify the necessary skill sets to prepare students for the future labor market and adjust their programs accordingly. Additionally, higher education institutions must ensure that they have access to qualified faculty and appropriate infrastructure (Yirdaw, 2016).

The suggestions can serve as a foundation for educational reforms and will help improve the career guidance program. Additionally, establishing a functional placement office will ensure that graduates are properly cared for, followed up on, and placed in jobs relevant to their training. These measures can contribute to fostering the academic excellence of the institution. Moreover, it is advantageous for students to be equipped with the knowledge and skills necessary to meet the demands of modern times, particularly those sought after by the industry when hiring graduates in Criminology.

Table 5. Suggestions to Improve the BS Criminology Programs Offered by Davao Central College

Was the curriculum and programs you had in college relevant to your job?	N (96)	Percent
Yes	79	82
No	17	18
If No, suggestions to further improve the curriculum and programs		
Modern facilities	1	1
Competent Faculty	5	5
Additional trainings and seminars for Instructors	1	1
Strengthen student's discipline	1	1
If YES, what competencies you learned in college you find very useful in your job?		
Communication skills	60	63
Human relation skills	47	49
Entrepreneurial skills	13	14
Information technology skills	17	18
Problem solving skills	24	25
Critical thinking skills	38	40
Other competencies	9	9
Aside from the suggestions on curriculum and programs, what do you think are the features/issues or necessary changes to enhance the competitive edge of Davao Central College, Criminology Students?		
Class size	28	29
Competent Faculty	31	32
Offer job placement program	19	20
Offer other subjects	9	9
Modern facilities	35	36
Laboratory equipment	31	32
Books/references	26	27
Teaching Strategy	24	25
Others	13	14
Others-(Students Discipline)	1	1

A Proposed Enhanced Criminology Education Plan (ECEP)

Rationale

In 1956, the Philippines became the first nation in South-East Asia to establish a Bachelor of Science in Criminology program, with the Philippine College of Criminology leading the way. Nearly a decade after this initial step, Republic Act Number 6506, also referred to as the Act Creating the Board of Examiners for Criminologists in the Philippines and for Other Purposes, solidified the establishment of Criminology in the Philippines. Following this, the Department of Education and Culture (DECS) and the Commission on Higher Education (CHED) implemented various policies, standards, and guidelines to

oversee the program. Recently, Republic Act 11131, better known as the Philippine Criminology Profession Act of 2018, aimed at standardizing and regulating criminology education, was enacted.

Currently, the B.S. Criminology program ranks among the nation's largest, attracting upwards of 50,000 students each term. There exist over 600 private and public universities and colleges providing this degree. Over the previous years, the trend of enrollment in Criminology has seen an incredibly rapid increase.

Despite the widespread appeal of the program and the implementation of legislation outlining the designated use of program alumni in the workforce, numerous studies on job prospects across different sectors for criminology degree holders have revealed a discouraging pattern. Latest figures from the Philippine National Police show that over 40 percent of its entire personnel are BS in Criminology graduates. The situation is even more dire in other law enforcement bodies. Additionally, there are instances where criminology degree holders are employed in areas that do not align with their specialized knowledge.

Therefore, it's crucial to identify the elements that influence the job readiness of the graduates. By looking into these elements, starting with the curriculum could be a prudent approach. Additionally, the graduation pass rates of the students on the Professional Regulation Commission could play a significant role in determining their job prospects within the criminology sector. Furthermore, it would be fascinating to explore the types of students drawn to participate in the program.

Intervention Objectives

To effectively address some of the issues in this study and enhance the BS in Criminology program offering, the following objectives are now developed.

1. To determine the areas or issues that need to be included in this intervention program;
2. To develop a course of action on the identified areas or issues;
3. To come up with objectives for these areas or issues as the basis in determining the success of their implementation; and lastly,
4. To identify the responsible persons or agencies to be given the tasks in the implementation of the above-mentioned objectives.

Proposed Program Enhancement

To effectively address some of the issues in this study and enhance the BS in Criminology program offered by Davao Central College, Incorporated, the Proposed Enhanced Criminology Education Plan (ECEP) was developed.

Table 6. A Proposed Enhanced Criminology Education Plan (ECEP) of Davao Central College, Incorporated

Areas to be Improved	Enhancement Activities	Objectives	Person Responsible	Period of Implementation
Modern Facilities	<p>The school should conduct a school facility assessment to determine the needed facilities aligned with the recommended standards promulgated by the Commission on Higher Education (CHED).</p> <p>The DCC-BS Criminology department should also conduct regular benchmarking to other accredited schools and partner institutions to determine the needed facilities and equipment relevance to the program.</p>	<p>To govern the required standards of schools in terms of facilities and to allocate funds for the construction of modern facilities.</p> <p>To discover new trends in Criminology in terms of facilities and equipment necessary for the learning of the students.</p>	<p>School President Board of Trustees School Planning Officer</p>	SY 2024-2025
			<p>Dean of Criminology/ Program Head</p>	SY 2024-2025
Competent Faculties	<p>The school should provide a Faculty Development Plan which mandates faculty to enroll Graduate Study Program and attend discipline-based training and seminars.</p> <p>The faculty should attend the annual PCAP Convention to update themselves on the latest trends in the profession, which they can disseminate to their students</p>	<p>To enhance the knowledge and skills of the faculty to become competent and excellent in their jobs.</p> <p>To acquire knowledge on the latest trends in the practice of criminology in the country.</p>	<p>Human Resource Department</p>	SY 2024-2025
			<p>Faculty</p>	SY 2024-2025
Communication skills of graduates	<p>The BS Criminology department should revisit its curriculum and offer subjects that serve to enhance the communication skills of the students.</p> <p>The school should conduct a Training Need Assessment (TNA) on teaching pedagogy among the General Education teachers and Criminology Faculty and initiate seminars and training that are helpful in teaching to improve the communication skills of the students.</p>	<p>To enhance the curriculum of the BS Criminology that matched with the demand of the labor sector.</p> <p>To determine the specific needs of the faculty in the development of communication skills of the students.</p>	<p>Dean of Criminology/ Program Head</p>	SY 2024-2025
			<p>Human Resource Department</p>	SY 2024-2025
No eligibility for some graduates	<p>The school should offer free review classes or discounts for graduates who did not pass the Licensure Examination for Criminologists.</p> <p>The faculty should conduct other related research to determine the contributory factors why some graduates do not have any eligibilities.</p>	<p>To increase the chances of those graduates without eligibility to pass the licensure examination</p> <p>To develop a basis and to determine how to help these graduates without eligibility.</p>	<p>BSCriminology Department and the Administration</p>	SY 2024-2025
			<p>BS Criminology Department and the Administrators</p>	SY 2024-2025

Conclusion and Recommendation

The study findings indicate that most of the graduates are single and fall within the 26-30 age group, with a higher proportion being male. The majority of these graduates completed their studies in 2017. Additionally, there is a notable correlation between their place of residence and their region of origin, with most graduates living in Region 11, particularly in Davao del Sur, and primarily in urban areas. Based on these findings, the researcher recommends that Davao Central College, Inc. consider organizing a career guidance activity outside of Davao del Sur or the Davao Region. This initiative could help attract more enrollees from other locations, as well as develop a marketing strategy aimed at encouraging more female students to enroll in the Bachelor of Science in Criminology program at DCC.

Although many individuals are not pursuing further degrees, a minority are pursuing advanced degrees, primarily for professional development in related fields, such as a Master of Science in Criminal Justice. The researcher recommends that Davao Central College, Inc. offer a graduate program related to the Criminology course to enhance the professional qualifications of Criminology graduates. Most of these graduates are licensed criminologists, with a few obtaining additional qualifications, such as NAPOLCOM eligibility. The researcher suggests that the school administrators and the Criminology department continue to provide quality education to their students and offer review programs to graduates to maintain a high pass rate on licensure examinations. Graduates often cite their strong passion for the profession as their primary reason for choosing to study BS in Criminology.

Moreover, the graduates pursue additional training after college for professional development, as such training is often a requirement for job security and promotions. To support this, the researcher also recommends that Davao Central College, Inc. invite experts from various fields related to Criminology to provide ongoing training, seminars, and workshops. Additionally, the college should encourage students to participate in relevant activities that will enhance their knowledge and skills for their future careers.

Furthermore, the majority of graduates are now employed as non-commissioned officers in the field of law enforcement, primarily on a full-time or permanent basis. Most of them work locally, earning between P25,000.00 and P30,000.00 monthly. Many graduates found their first job after college by simply walking in to apply, with job searches ranging from one to six months. They cited salary and benefits as the main reasons for accepting and remaining in their first job. The researcher recommends that the school continue to provide quality education and maintain excellence in the Criminology profession within the Davao region. Graduates who have not yet found employment attribute their situation to ineligibility, while those who have left their first job also cite salary and benefits as the primary reasons for their departure. To support these graduates, the researcher suggests that the school implement an intervention program for those who did not pass the board examination for Criminology or any entrance/eligibility exams. Additionally, offering special or free review sessions could help inspire and motivate these individuals.

Finally, to further improve the DCC BS Criminology curriculum and programs, respondents ranked the need for modern facilities and competent faculty as their top priorities. Communication skills also emerged as a crucial competency beneficial for Davao Central College, Inc. graduates. Therefore, it is recommended that the school focus on enhancing its facilities and faculty qualifications to give DCC Criminology students a competitive advantage. Additionally, DCC should consider revisiting its curriculum and programs to put more emphasis on developing teaching strategies that strengthen the communication skills of Criminology students. To ensure that graduates are well-prepared for success in criminology-related careers, Davao Central College, Inc. should regularly conduct Graduate Tracer Studies to monitor the career progression of its alumni.

Reference

- Albina, A. & Sumagaysay, L. (2020). Employability tracer study of Information Technology Education graduates from a state university in the Philippines. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S2590291120300449>.
- Alemendares. (2021). Human Capital Theory: Implications for Educational Development. Retrieved from: https://www.open.uwi.edu/sites/default/files/bnccde/belize/conference/papers2010/al_mendez.html.
- Aydinan, J. (2019). Employment Array of Bachelor of Science in Criminology Graduates in Nueva Ecija University of Science and Technology. Retrieved 2022, from <https://journal-repository.com/index.php/ijels/article/view/1354>.
- Becker. (1994). Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education, Third Edition. Retrieved 2022, from <https://www.nber.org/books-and-chapters/human-capital-theoretical-and-empirical-analysis-special-reference-education-third-edition>.
- Bernal, K. (2023). Unemployment as a Social Problem in the Philippines. Retrieved from: <https://medium.com/@kimd.bernal.au/title-unemployment-as-a-social-problem-in-the-philippines-8d82a098ad41>.
- Chanco, B. (2023). Job-skills mismatch. The Philippine Star. Retrieved from: <https://www.philstar.com/business/2023/06/23/2275818/job-skills-mismatch>.
- Colina IV. (2018). 'Jobs mismatch' blamed for small number of hires during Davao Job fair. Google. Retrieved 2022, from <https://www.mindanews.com/top-stories/2018/05/jobs-mismatch-blamed-for-small-number-of-hires-during-davao-job-fair/>.
- Cosmiano, H. et.al. (2023). Employability of Saint Paul University Surigao Criminology Graduates from 2013 To 2020. Retrieved from: https://d1wqtxts1xzle7.cloudfront.net/109903981/Published_BSCrim_Tracer_Study_2013_2020_Int1_Journal_of_Research-libre.pdf?1704197409=&response-content-disposition=inline%3B+filename%3DEmployability_of_Saint_Paul_University_S.pdf&Expires=1724291433&Signature=fSpPu3v1jZBVtuKCzKJ6pJs3bvdhZrLomYFuTDIvZRBR6kTsVzSh6S56UBOCTbYWRiweSuFsaLQoLp4IpgwdyJLmya3pgjJ8IAPno93cL9mLlypAtUSys1xi3I-3Gj~FEY10DPDHoYsiJFmXiF-jSdMF6YWp jKfMwSHtQbNtkF3qhBsw9fxNbYnc8VHICPGv3Gb~AamxJvCvRrXD~AqSwyX0XOnYejmX0-IUC2wMdmI-vsYRKFCpWr62rdXHFGT840IySLIMYJqhP7YdMHjP1nUKmNrlOEUEd4U3TF9f8H8FXIWpCCNN7Bv4tJ-MoS6A5ojzI1RI6TT0jO40wKz~A__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA.
- C.U.A.D.R.A.A.U.R.E.G.O.N.Z.A.G.A. (2019). The Use of Tracer Study in Improving Undergraduate Programs in the University. Retrieved 2022, from https://www.researchgate.net/publication/335429907_The_Use_of_Tracer_Study_in_ImprovingUndergraduate_Programs_in_the_University.
- Damandaman, T., Gubac, R. & Torregosa V. (2018). Tracer study of criminology graduates in University of Mindanao. Retrieved from: <https://repository.umindanao.edu.ph/handle/20.500.14045/414>.
- De Chavez, P. (2022). Employability of Bachelor of Science in Fisheries Graduates at Marinduque State College-Department of Fisheries - Banuyo, Gasan, Marinduque. Retrieved from: <https://ijsmsjournal.org/2022/volume-5%20issue-1/ijsms-v5i1p117.pdf>.

- Etf. (2019). Evaluating the impact of training programs. Retrieved 2022, from https://www.etf.europa.eu/sites/default/files/m/CEDE612F00BFF6B3C1251600278816_Tracer%20studies.pdf.
- Flomo. (2023). ALIGNING HIGHER EDUCATION TO WORKFORCE NEEDS IN LIBERIA: A TRACER STUDY OF UNIVERSITY GRADUATES IN LIBERIA. Retrieved 2022, from https://conservancy.umn.edu/bitstream/handle/11299/155684/FlomoJr_umn_0130E_13686.pdf?sequence=1&isAllowed=y.
- Elnaga, A. & Imran, A. (2018). The Effect of Training on Employee Performance. *European Journal of Business and Management*. Retrieve from: <https://core.ac.uk/download/pdf/234624593.pdf>.
- Licudine Et. Al. (2022). GRADUATE TRACER STUDY (GTS) OF BATCH 2010OF PHILIPPINE COLLEGE OF CRIMINOLOGYBACHELOR OF SCIENCE IN CRIMINOLOGY. Retrieved 2022, from <https://www.coursehero.com/file/95917715/criminology-thesis-graduate-tracer-study-pccr-graduates-compresspdf/>.
- Mainga et. Al. (2022). Graduate Employability of Business Students. College of Business, University of The Bahamas, Nassau P.O. Box N-4912, Bahamas. from: <https://doi.org/10.3390/admsci12030072>.
- Maratas, E. (2018). Graduate Tracer Study of BS Criminology of JRMSU Main Campus, Dapitan City: Its Employability and Destination. Retrieved from: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3896384.
- Mina, J. et al. (2020). A Tracer Study of Bachelor of Science in Information Technology(BSIT) Graduates of Nueva Ecija University of Science and Technology (NEUST), San Isidro Campus. Retrieved from: https://ijels.com/upload_document/issue_files/77IJELS-108202054-ATracer.pdf.
- Nayoyos-Refugia, J. M. (2024). Exploring Employability, Program Relevance and Job Satisfaction among BS Criminology Graduates. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(1), 130-139. <https://doi.org/10.11594/ijmaber.05.01.13>.
- Olaniyan & Okemakinde. (2018). Human Capital Theory: Implication for Educational Development. Retrieved 2022, from <http://docsdrive.com/pdfs/medwelljournals/pjssci/2008/479-483.pdf>.
- Refugia. (2021). Employment Status and the Challenges Encountered by Criminology Graduates. Retrieved 2022, from <https://iiari.org/wp-content/uploads/2022/01/ijemds.v2.3.178.pdf>.
- Renny, Ruhama, Chandra & Sarjono. (2018). Exploring Tracer Study Service in Career Center Web Site of Indonesia Higher Education. Google. Retrieved 2022, from <https://core.ac.uk/download/pdf/143963031.pdf>.
- Riva, A. (2019). Tracer Study on The Employment Outcomes of BS Criminology Graduates of Earist From 2013-2015. Retrived from: <https://earist.edu.ph/wp-content/uploads/EARIST-RESEARCH-JOURNAL-2019-January-June-Final-Revised.pdf#page=178>.
- Rogayan. (2019). Retrospective Evaluation of the Science Education Program in a Philippine State University. Google. Retrieved 2022, from <https://files.eric.ed.gov/fulltext/ED603046.pdf>.
- Ruiz D., Pioquinto P., & Amaparado, M. (2019). Employment Status of Criminology Graduates. University of Cebu, Lapu-lapu and Mandaue (UCLM), Mandaue City, Cebu Philippines. Retrieved from: <https://osf.io/preprints/osf/r6e9b>.

- Salahudin, N. et al. 2023. The Relationship between Employability Skill and Job Mismatch towards Graduates' Unemployment. Retrieved from:
<https://ojs.amhinternational.com/index.php/imbr/article/view/3519/2259>.
- Sandingan, J. et. Al. (2018). Tracer study of criminology graduates of UM Bansalan College in SY 2010-2013. Retrieved from: <https://repository.umindanao.edu.ph/handle/20.500.14045/77>.
- S.U.S.I.M.A. (2019). Graduates' Employability Skills: Evidence from Literature Review. Retrieved 2022, from: https://www.researchgate.net/profile/Susima-Weligamage-2/publication/266014502_Graduates'_Employability_Skills_Evidence_from_Literature_Review/links/5728496c08aee491cb4155f8/Graduates-Employability-Skills-Evidence-from-Literature-Review.pdf.
- Tutor, Orbeta, Miraflor. (2019). Philippine graduate tracer study 4. Retrieved 2022, from <https://www.econstor.eu/bitstream/10419/240977/1/pidsdps1926.pdf>.
- Yorke, M. and Knight, P.T. (2006) Embedding Employability into the Curriculum: Learning & Employability Series 1. The Higher Education Academy, York. Retrieved from: <https://www.heacademy.ac.uk/resource/embedding-employability-curriculum>.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).