

Employment Status of the Criminology Graduates of the University of Northern Philippines (1996-2000)

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Abstract

The study generally aimed to find out the employment status of the Criminology graduates of the University of Northern Philippines from 1996-2000. In particular, it determined the performance of the graduates in the Criminology Board Examinations.

This study made use of the descriptive research design. Documentary analysis and questionnaires were used to gather pertinent data.

Results showed that majority of the respondents were employed within a year after graduation and hold permanent items in the Philippine National Police as intelligence operations officers, investigators, traffic enforcers, police encoders and security personnel.

On the level of academic achievement, the Criminology graduates were rated average in both professional and general subjects. In 1996, 56% of the graduates passed in the board exam; in 1997 and 1998, 32.43% and 47.62% passed, respectively, and 50% of the graduates passed in 1999 and 2000. Comparatively, however, the institution surpassed most of the national passing rates except in 1997.

Based on the findings of this study, the researchers recommend that the university should look into ways of helping the graduates find jobs especially those who are eligible but could not find any proper person to endorse them. The institute should find ways to improve the performance of the graduates in the board examination by organizing in-house reviews before going to other review schools. This will also help the graduates who cannot afford to go to review school outside the province. Moreover, the academic standard in admitting students should be raised especially for subjects that are much related to criminology and the institute should conduct curriculum revision where subjects which are no longer relevant should be deleted and/or replaced by more relevant

ones. There should be an enhancement of subjects where criminology skills are learned and developed by the students.

Introduction

Rationale

Presidential Decree, No. 6-A, declares a policy of the state to maintain the highest quality of education for purposes of national development. Known as the Educational Act of 1972, this policy of the government ensures that within the context of a free democratic society, the educational system contributes to the maximum attainment of the national development goals to achieve and maintain an accelerating rate of economic development and social progress; to ensure maximum participation in the attainment and enjoyment of benefits of such growth; and to strengthen national consciousness and promote desirable cultural values in a changing world.

To this end, Section 2 of PD No. 6-A of 1972 states that the educational system aims to provide a broad general education that will assist each individual in the peculiar ecology of his own society; attain his potential as a human being; enhance the range and quality of individual and group participation in the basic function of society, and acquire the essential educational foundation for his development into a productive and versatile citizen (Gregorio).

Education is acknowledged to be the best form of investment on human capital because it is a tool to become a productive and it enriches the lives of people.

One area of the educational system that carries out the task of nation building is higher education. Higher education prepares an individual and equips him with skills and knowledge necessary for employment.

Criminology is one of the many special fields within sociology. It deals with the scientific study and investigation of crime and criminals. In a world where chaos created by people is rampant, law enforcers are needed.

The University of Northern Philippines is the only state university in Region I that offers Criminology. The university graduates more than a hundred criminology students every year. With this, the question lies on where the graduates go after graduation.

The results of the study shall be the basis for school administrators in improving the existing policies and standards for the Criminology Education Program. It may also provide inputs for planning and management to come up

with the highest standards that would promote the welfare of the Criminology graduates in terms of admission policies in the police services or in other professions related to their course. Likewise, the university may consider the findings of the study in establishing programs to help in the employment of their graduates.

Statement of the Problem

This study aimed to determine

1. the profile of the Criminology graduates in terms of the following employment variables:
 - a. Waiting period after graduation,
 - b. Length of service,
 - c. Employment Status, and
 - d. Present position
2. nature/Type of work of those employed in the PNP;
3. the level of academic achievement of the respondents;
4. the performance of the graduates in the Criminology Board Exam from 1996-2000;
5. the relationship between performance in the board examination and the students' academic achievement;
6. the relationship between academic achievement and performance in the board examinations and their employment status;
7. the subjects which are perceived to be relevant in their jobs; and
8. the skills relevant to the performance of their jobs.

Review of Related Literature

There are investments in human capital and the best investment is education because it is a tool for a stable future and material acquisition which are some factors that motivate people to enroll and study in schools.

The Education Act of 1982 states that quality higher education should be provided to develop middle level manpower and professionals and should intensify research and extension service designed to achieve equity and quality in all school program offerings that are relevant to national and regional development (Rodriguez, 1991).

Dumlao, in her study entitled "Employability and Earnings of Graduates of Degree and Non-Degree Programs" measured employability in terms of waiting period and first job. There was a significant but negative relationship between educational attainment and waiting period, "The central variable that

significantly affected the relationship between schooling and employability were age and sex (for waiting period) and health, status of the respondent, sex and scholarship (for first job).

— The study of Rodriguez on the school and the socio-psychological determinants of the employability of graduates of the technical education programs of two institutions of higher learning in Region X found out that some social factors had significant relationship to employability and that family background determined the employment status of the graduates.

Likewise, Retuta's study on the graduates of **Bachelor of Science in Social Work** of the University of Northern Philippines found out that most of the respondents didn't pass government examinations. The average waiting time for employment of the graduates was six months and a half. Their employed graduates held permanent or temporary status in government and non-government agencies. The professional subjects were perceived by the employed graduates as moderately relevant to their present jobs. Keen competition was among the reasons of unemployment as perceived by the unemployed graduates.

Methodology

Research Design. The researchers used the descriptive-quantitative method in determining the employment status of the respondents. Employment status of the respondents was described in terms of waiting period after graduation; length of service; employment status whether permanent, temporary or contractual; present employment; and type of work in the Philippine National Police.

Documentary analysis was involved in the data on grades and performance in the board exam. Academic achievement was determined in terms of the respondents' average grades in both general and professional grades from first to fourth year of college schooling.

Population and Sample. There were one hundred seventy-six (176) respondents in this study. They came from the provinces of Iloos Sur, Iocos Norte, Abra, and Pangasinan. Total enumeration was used in the analysis of board exam results; however, for employment status, 176 or 30% of the total number of graduates from 1962-2000 were taken as sample. Moreover, for data on PNP employment, there were only 115 respondents.

Data Gathering Instrument. A structured questionnaire was used in gathering pertinent data. This was administered personally by the researchers;

however, for respondents who worked in distant places, the questionnaire was mailed to them.

Statistical Tools. Frequency counts and means were used in the profile of respondents. The Pearson-Product Moment of Correlation was also used.

Results and Discussion

Profile of the Respondents

Table 1a shows data on the respondents' waiting period after graduating from the Criminology course.

Table 1a. Waiting period after graduation.

No. of Year	1996	1997	1998	1999	2000	TOTAL	
						No.	%
No. of Graduates	41	106	121	115	122	505	100.00
1 year	13	19	23	24	26	105	59.65
2 years	5	4	4	6	8	27	15.34
3 years	1	5	2	10	8	26	14.77
4 years	-	2	6	1	1	10	5.68
5 years	3	5	-	-	-	8	4.54
Total	22	35	35	40	44	176	100.00

Table 1a shows that there were 505 graduates from 1996-2000. Of the 505, 176 were employed in varied agencies; 22 in 1996; 35 in 1997; 35 in 1988; 40 in 1999; and 44 in 2000. This number comprised the sample respondents in this study.

It can be noted from the table that most (105 or 59.65%) of the respondents were employed immediately after graduation. This implies that they did not wait too long to get their first job. Most of them entered the Philippine National Police which conducts yearly recruitment. Hence, Criminology graduates find possible employment in this government agency.

For length of service, 55 or 31.25% had been employed for one to two years; 47 or 26.07% for five to six years; 36 or 20.45% for three to four years; and 25 or 14.25% for less than a year.

Table 1h, Length of service, status of employment and present employment.

	No.	%
No. of Years Employed		
7-8	13	7.38
5--6	47	26.70
3-4	36	20.45
1--2	55	31.25
Less than 1	25	14.25
Total	176	100.00
Status of Employment		
Permanent	128	72.73
Temporary	13	7.39
Casual	6	3.41
No response	29	16.47
Total	176	100.00
Present of Employment		
PNP	115	66.86
Philippine Army	2	1.16
Domestic Abroad	2	1.16
Security Personnel	23	13.37
Seaman	1	1.162
Factory Worker	2	1.16
Office Worker	2	1.16
Barangay treasurer	1	0.58
Traffic aide	14	8.15
Self-employed	9	5.84
Underwriter	1	0.58
Total	176	100.00

For the status of employment, there were 29 who did not answer this item. However, among the 147 who responded, most of them held permanent items; 13 were temporary and only 6 were casual. Under the PNP ruling, no one becomes permanent unless he passed the Criminology Board Examination, Police Officer Examination and the Civil Service. Respondents who were either temporary or casual were traffic aides, office workers, factory workers or security personnel. These workers had no government eligibility.

Majority (115 or **66.86%**) of the employed respondents held positions in the Philippine National Police; 23 were security personnel; 14 were traffic aides and nine were self-employed. The big employment in the PNP might have been due to the graduates' on-the-job training on investigation, traffic management, police work and other activities related to criminology work during their last year of schooling.

September 2000. However, the Institute did **not surpass** the national percentage of passing in the following: March 1996, April 1997; September 1997 and September 1999. Though there were more times that the Institute surpassed the national percentage of passing, there is a need for the criminology graduates to exert more effort in order to attain higher percentage scores. The graduates should always exceed the national percentage score.

Table 6. Relationship between the Criminology Board Examination Results and the respondents' academic achievement.

Variables	R_y	Value of t	Tabular value	Interpretation
GE subjects	-.94	18.88	1.67	Very Significant
Professionals Subjects	-.31	2.38		Significant

It is evident in Table 6 that general education subjects had very significant relationship with the performance of the graduates in the board exam. The professional subjects significantly affected the board examination results.

Table 7. Summary of the relationship between academic achievement and employment status.

Variables	X	Tabular Value	Interpretation
Waiting Period of Employment	1.9	9.35	Not significant
Length of Service	3.872	12.59	Not significant
Status of Employment	3.326	9.35	Not significant

The table shows that academic achievement does not influence the employment status of the graduates in terms of waiting period after graduation, length of service and status of employment.

The effectiveness of an educational program can be measured by the degree of absorption of the graduates in the nation's active labor force. According to Menslo, one factor which measures the degree of employability of graduates in a particular field of specialization is the waiting period before getting a job.

Table 8. Examination of the relationship between board examination results and employment status of the Criminology graduates.

Variables	\bar{X}_x'	Tabular Value	Interpretation
Waiting Period of employment	19.25	12.59	Significant
Length of Service	5.03	12.59	Not significant
Status of Employment	48.14	12.59	Very significant

On the relationship between board examination and waiting period, it was found out that board examinations significantly influenced the waiting period before the graduates got their first job. This means that board passers had a shorter waiting time.

However, board examination did not influence the respondents' length of service. The length of employment depended on the year of graduation and the span of years before he passed the examination.

Finally, board examinations very significantly influenced the employment status of the respondents. This implies that an individual can easily get a permanent appointment as long as he passes the board.

Table 9. Subjects most needed based on the respondents' perception

General Education Subjects	Descriptive Title	Rank
Eng 102	Writing in the Discipline	1
Ccm 111	Computer Literacy	2
Ethics 104	Ethics and Values	3
Psycho 101	Gen. & Criminal Psychology	4
Eng 101	Study & Thinking Skills	5
Eng 103	Speech Comm. & Debate	6
Pol. Sci. 101	Phil. Govt. & Constitution	7
Philo 101	Logic	8
RS 199	Research & Statistics	9
Fil 102	Psychology at Pagasulat	10

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Philo 101	Logic	8
RS 199	Research & Statistics	9
Fil 102	Pagbasa at Pagasulat	10

Professional Subjects	Descriptive Title	Rank
LEA 141	Security and Safety Management	1
LEA 131	Traffic Management and Accident Prevention	2
Ethics 144	Police and Community Relations	3
Crim 121	Personal Identification	4
DT 112	Marksmanship and Combat Shooting	5
LEA 122	Fundamentals of Criminal Investigation	6
LEA 142	Police Intelligence	7
Crim 122	Police Photography	8
Crim 132	Forensic Ballistics	9
Crim 101	Introduction to Criminology	11
Crim 133	Questioned Documents	11
Crim Soc 42	Human Behavior and Crisis Management	11

As cited by Robles (1985), Hill stressed that an important aim of education is the adjustment of the individual to the world in which he lives. One way to be able to adjust is to communicate effectively with everyone particularly his clients. This could be the reason why English and Filipino subjects were perceived to be very important. Likewise, Psychology subjects were considered important because it allows Criminology students to understand people and how they behave and act. This would enable them to perform better for the welfare of all people. Other general education subjects perceived to be very important were Political Science and Philosophy. As a law enforcer, one must be well equipped with knowledge about the fundamental laws of the land as well as the proper norms of conduct and reasoning that would enable in the proper execution of his duties.

Also shown in the table are the most needed professional subjects. These subjects were identified based on the usefulness of the knowledge, skills and attitudes learned in the performance of their present jobs. Since most of the respondents were law enforcers, the subjects related to police work were considered important,

Table 10. Skills applicable in the respondents' jobs

SLInls	Rank
Markmanship	1
Combat Shooting	2
Investigation	3
Defense Tactics	4
Under Cover Agent Skills	5
First Aid	6
First Aid and Water Survival	7
Policeman Skills	8
Karate, Tekwondo	9
Finger-printing Examination	10

The graduates learned many skills but they identified the following skills as most helpful in the performance of their jobs: marksmanship, combat shooting, investigation, under cover agent skills, defense tactics, first aid, first aid in water survival, policeman skills, karate, taekwondo, and finger-printing examination.

Conclusions

1. Since there is a yearly recruitment in the PNP and a demand for security workers, Criminology graduates need not wait too long before getting their first jobs. Length of service depends on the year of graduation and year of passing the board exam. Those employed in the government hold permanent positions.

2. Some graduates are not employed in the government service because they do not possess government eligibility.

3. The respondents employed in the PNP perform varied functions as intelligence operatives, police officers, encoders, clerks, riflemen and security personnel.

4. The academic achievement of Criminology students is at **average**

5. Very few graduates take the board examination due to financial difficulties. Although the institute might have surpassed the national percentage of passing, there is a need to improve the performance of the examinees and increase the institutional percentage of passing.

6. The academic achievement in both general education and professional subjects significantly affect the board examination results. Board examination results significantly determine conditions for employment particularly on waiting time and status.

7. Skills relevant to police work are most helpful because majority of the Criminology graduates are employed as law enforcers or security personnel.

Recommendations

1. The university should look into ways of helping the graduates find jobs.

2. The institute should find ways to improve the performance of the graduates in the board examination like organizing in-house reviews before going to other review schools. This will also help the graduates who cannot afford to go to review schools outside the province.

3. The academic standard in admitting students should be raised especially for subjects that are much related to criminology.

4. The institute should conduct curriculum revision where subjects which are no longer relevant should be deleted and/or replaced by more relevant ones. There should be an enhancement of subjects where criminology skills are learned and developed by the students.

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