

Tracer Study on the Bachelor of Science in Law Enforcement Administration (LEA) Graduates of Isabela State University Cagayan

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Abstract:- Tracer study is a retrospective evaluation of graduates conducted via a standardized survey sometime after graduation. The study aimed to trace the employability status of BS LEA graduates from 2017-2019. It utilized the descriptive research design and a survey questionnaire in gathering data. The result revealed that majority of the graduates are twenty-five years old, male, single, Ibanag, bachelor's degree graduate, and AFPSAT passers. Moreover, majority of the graduates are temporary/casual, connected to security agencies, able to hunt for a job within one to two years, delayed in their employment for reason of absence of immediate vacancy, earning a monthly salary within the range of thirty thousand to thirty-four thousand nine hundred ninety-nine, and employed due to their educational qualifications. They realized that their employment is directly related to their degree and claimed that communication skills developed at the college aided in their employment. It was also discovered that the quality of Education at ISU is excellent in terms of curriculum/course content, methods of instruction, faculty, physical plant, career guidance, job placement, and academic counseling.

I. INTRODUCTION

Tracer study is a retrospective evaluation of graduates conducted via a standardized survey sometime after graduation. This can also be known as Graduate survey, alumni survey, and graduate tracking which typically target homogeneous group of students / trainees who graduated at the same time. Salas (2022) described that, this is the most important vehicle that can build strong bonds between the alma mater and the ever-increasing graduates. It is a powerful tool, which documented the employment characteristics and transition to employment of graduates in terms of the level of satisfaction of the educational institution services, learning environment and facilities. It also looked into the skills and competencies of the degree programs provided by the institution if these existing programs were still effective, adequate and relevant in responding to the rapid and complex changes as brought about by emerging developments such as the international standards in academic programs. It is often undertaken with the goal of analyzing the medium to long-term impact of education programs of an educational institution. Moreover, this could be a basis for enhancement of the curriculum and it could help measure the extent of professional and academic careers pursued by the graduates

after gaining knowledge and skill in an academic institution like Isabela State University.

The Isabela State University (ISU) has been producing graduates since its establishment through the Presidential Decree (P.D.) 1434 by the then President Ferdinand Marcos on June 10, 1978 up to present. The University has become a credible Higher Education Institute (HEI), having been awarded by the Association of Accrediting Agencies of Chartered Colleges and Universities of the Philippines (AACUP) as the SUC with the greatest number of accredited programs in 2012 as well as one of the few Level IV SUCs in the country. Also, ISU has been named one among 21 leading SUCs in the Philippines (Isabela State University, 2019).

Cagayan, as one among the big campuses in the university, is known as one of the top performing campuses not only in the university but also in region 2 as well. It offered various programs under seven colleges namely; College of Development Communication and Arts & Sciences (CDCAS), College of Forestry & Environmental Management (CFEM), College of Education (CED), College of Agricultural Science and Technology (CAST), College of Computing Studies, Information and Communication Technology (CCSICT), College of Criminal Justice Education (CCJE) and Institute of Business Management (IBM).

In the year 2013, the campus through the College of Development Communication and Arts & Sciences (CDCAS) enabled the offering of the Bachelor of Science in Law Enforcement Administration (BS LEA) by virtue of the BOR No. 11, series of 2013. This is a non-board program which is currently under the College of Criminal Justice Education. Furthermore, the program is presently Level I-AACUP Accredited which started producing graduates since 2017. However, there is no study yet that was conducted to measure the employability of the graduates, determine their whereabouts and obtain feedback to further improve the aforesaid program. Besides, this study is a requirement for further accreditation of the program. Thus, this study.

A. Objectives

The study aimed to trace the employability status of BS LEA graduates from 2017-2019. Specifically, the researchers seek to answer the following questions:

➤ *What is the Socio Demographic Profile of the Graduates in Terms of:*

- Age
- Gender
- Religious Affiliation
- Civil Status
- Dialect
- Highest Educational Attainment
- Eligibility

➤ *What is the Status of the Graduates in Terms of:*

- Employment status
- Agency Employment
- Length of time in looking for a job
- Reasons for delay of employment
- Monthly Salary
- Factors that facilitated you in getting your first/present job
- Relevance of course to their present job
- Competencies learned in college did you find useful in your job

➤ *What is the Assessment of the Graduates on the Quality of Education at ISU as affected by the following factors?*

- Curriculum/Course Content
- Methods of Instruction
- Faculty
- Facilities

- ✓ Library
- ✓ Laboratories
- ✓ Physical Plant

- Student Services

- ✓ Career Guidance
- ✓ Housing/Dormitories
- ✓ Job Placement
- ✓ Academic Counseling

- Research Services
- Extension Services

II. REVIEW OF RELATED LITERATURES

In the study of Guadamor & Eusebio (2017) found out that the waiting period for their graduates to land on a job is within 1 to 2 years with only a few who were able to land on a job as early as from 6 months to 1 year which according to them, it can be inferred that the period when the respondents graduated, there were no vacancies and need of criminology graduates.

In the study of Albina & Sumagaysay (2020) it was revealed that 78.53% (or 139 out of 177) of the respondents are already employed. Moreover, 69.78% (or 97 out of 139) perceived that their first job is related to the program that

respondents took up in college. It took one year to less than two years for the 28.06% of the respondents to land in their first job. It is also noteworthy that it took 1–6 months for 25.90% of the respondents to find their first job. When asked whether or not the curriculum they had in college is relevant in their first job, majority of the respondents (69.78%) declared that the curriculum of the program they had in college is indeed relevant.

Buraga (2021) found out that their BSIT graduates from 2014-2018 are highly employable with regular status and have jobs relevant to their course. The respondents obtained their first job in below 1 year while the top reasons of the delay of their employment is the issuance of other needed documents and no immediate vacancy. In finding a job, educational qualifications and recommendations from relatives and friends are the top most factors that facilitate them to get their first or present job. Communication skills, information technology skills and human relation or interpersonal skills are the skills and competencies that found very useful in getting their first or present job. Likewise, the respondents have an excellent assessment on the faculty, methods of instruction, research services and curriculum/course content while they rated very well on the facilities, student's services, extension and general administration.

In the study of Paz (2019), graduates identified information technology skills as the most useful school acquired skill and competency that greatly help them in the performance of their job. Furthermore, the graduates' top reason for the delay of employment is that there is no immediate vacancy for the position being applied for. It is good to note that delay in the issuance of school credentials as the least reason for the delay in employment. In terms quality education, the graduates perceived the curriculum, methods of instruction and faculty to be excellent while they rated the facilities and other services that ISUC offered to be very satisfactory.

Alvarez & Cammayo (2023) found out in their study that the most significant factors contributing to alumni employability were course content/curriculum, student services (training, seminars), and facilities.

In the study of Maratas (2020), only few graduates admitted that they pursued further studies after taking their baccalaureate degree. Some of the reasons that they pursued further studies mostly agreed that it is because of their promotions and professional development. More than one-half of the graduates are unemployed or laid off during the interview and most of them have not taken and passed the licensure exam. Some of the reasons, why they are not employed is that they did not look for a job after graduation. While in terms of skills most found useful, majority of the graduates admitted that human relation found most useful in their current job. The majority of the employed graduates land their job within the province of the Zamboanga del Norte, mostly with contractual status, and the average waiting time to land a job is approximately of less than six (6) months. A number of them worked as security guards and part-time employees in some business establishments. Further, most of

them have initial monthly income of Php 3,000 to Php 9,000 per month. However, majority of them are very satisfied and satisfied with their present job. GTS is conducted and included the industry sector and employers as respondents to determine the extent of perceived mismatch of academic and technical preparation provided by the educational institutions to student-clientele and the skills needed in the industry.

Salas, P. (2022) found out that majority of the graduates are employed, holding permanent status, police officers and soldiers, landed to their job within one to years after graduation, received an income ranging from 35,000-39,999 and only one is receiving 50,000- 54,999. Furthermore, most of the graduates revealed that the reasons for the delay of their employment are the tight of competition and no immediate vacancy. It was also found out that their educational qualification is the main factor why they landed into their job and that their college degree and training are very relevant to their job. In addition, majority of the graduates found that human/interpersonal, communication research and extension, leadership, information and critical thinking are the most

important and useful skills into their job. Finally, the graduates revealed that student services are excellent along the area of faculty, curriculum and method of instruction.

III. METHODOLOGY

The study made use of descriptive research design. The respondents of the study were graduates of the Bachelor of Science in Law Enforcement Administration program from 2017 to 2019. Out of 163 graduates, there were 102 or 62.58% answered the questionnaires with 83 male and 19 females. It utilized a data-gathering tool which was patterned from the prescribed format of the University Quality Assurance Office and CHED. In the data-gathering process, the researchers administered the questionnaires via google form, e-mails and social networking sites like Facebook and messenger. All the data gathered were organized, tabulated, analyzed and interpreted using frequency, percentage, weighted mean and ranking. To interpret the data gathered from the graduates, Likert scale was used with corresponding descriptive equivalent as presented below.

Table 1 The Respondents of the Study were Graduates of the Bachelor of Science

Scale	Range	Descriptive
5	4.2-5.00	Excellent
4	3.4-4.19	Very Good
3	2.6-3.39	Good
2	1.8-2.59	Fair
1	1.00-1.79	Poor

IV. RESULTS AND DISCUSSION

This chapter presents the data gathered, analysis, interpretation and discussion of data.

Table 2 Frequency and Percentage Distribution of the BS LEA Graduates according to their Socio-Demographic Profile

	FREQUENCY	PERCENTAGE
AGE		
23	11	10.78
24	32	31.37
25	42	41.18
26	10	9.80
27	2	1.96
28	3	2.94
29	1	0.98
30 above	1	0.98
SEX		
MALE	83	81.37
FEMALE	19	18.63
CIVIL STATUS		
SINGLE	89	87.25
MARRIED	13	12.75
DIALECT		
IBANAG	82	80.39
ILOCANO	20	19.61
EDUCATIONAL ATTAINMENT		
BS	101	99.02
MS (ON-GOING)	1	0.98
ELIGIBILITIES		
RA 6506	2	1.96

CIVIL SERVICE PASSER	4	3.92
NAPOLCOM PASSER	22	21.57
AFPSAT PASSER	43	41.18
NONE	32	31.37

Table 2 showed the characteristics of the graduates in terms of their personal details like age, sex, civil status, dialect, highest educational attainment and eligibilities. It could be gleaned in the table that majority of the respondents are within the age of 25 or 41.18% while the least is at the age of 29 & 30 or 0.98%. Most of the graduates are male with frequency of 83 or 81.37% while 19 or 18.63% are female. In terms of civil status, majority of these graduates are single with frequency of 89 or 87.25% having a frequency of 13 or 12.75% who are married. Furthermore, most of them are

Ibanag with a frequency of 82 or 80.39% while 20 or 19.61% are Ilocano. In terms of educational attainment, most of them are holding Bachelor's degree with a frequency of 101 or 99.02% with a lone graduate pursuing Masters' degree. Majority of these graduates are eligible having a frequency of 43 or 41.18% who are AFPSAT passers followed by a frequency of 22 or 21.57% who are NAPOLCOM passers. At the least, there are two (2) or 1.96% among these graduates are passer of Criminologist Licensure Examination (CLE) or R.A. 6506.

Table 3 Status of Graduates Frequency and Percentage Distribution on the Status of Graduates according to Employment Status

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGE
Permanent	34	33.33
Temporary/Casual	35	34.31
COS/JO	32	31.37
Self-employed	1	0.98
Total	102	100%

The above table 3 shows in terms of employment status, most of the respondents are temporary or casual having 35 or 34.33% while self-employed are only 0.98%. This implies that majority of the graduates are working. It implies that most of the graduates are not assured of security of tenure.

This is similar to the findings of Maratas (2020) among their graduates who are mostly employed with contractual status unlike in the study of Buraga (2021) and Salas (2022) who found out that their graduates are permanent or with regular status of employment.

Table 4 Frequency and Percentage Distribution on the Status of Graduates according to Agency Employment

AGENCY EMPLOYMENT	FREQUENCY	PERCENTAGE	RANK
PNP	12	11.76	4
AFP	20	19.61	2
DILG (Contact Tracer)	1	0.98	7
PCG	2	1.96	6
Security Agencies	43	42.16	1
Academe	2	1.96	6
Malls/Supermarket	15	14.71	3
LGU (staff)	3	2.94	5
Barangay (SK Chairman)	3	2.94	5
Self-employed	1	0.98	7
Total	102	100%	

Table 4 showed that majority of the graduates are employed in security agencies with 43 or 42.16% while 1 or 0.98% among the graduates are self-employed and connected as DILG contact tracer. This implies that most of jobs of the

graduates are related with their finished degree or training. This is supported by the study of Buraga (2021) and Salas (2022) who found out that the jobs of their graduates are relevant to their course or degree.

Table 5 Frequency and Percentage Distribution on the Status of Graduates according to the Length of time in looking for a job

Length of time looking for a job	FREQUENCY	PERCENTAGE
Below 1 year	10	9.80
1-2 years	45	44.12
2-3 years	33	32.36
3-4 years	12	11.76
4 above	2	1.96
Total	102	100%

Table 5 revealed that most of the respondents took only 1-2 years in looking for a job with 45 or 44.12% while the least took 4 years and above before landing into a job with 1.96%. This is reinforced by the study of Albina &

Sumagaysay (2020) and Guadamor & Eusebio (2017) who found out in their studies that majority of their graduates took one year to less than two years for them to land their first job.

Table 6 Frequency and Percentage Distribution on the Status of Graduates according to their Reasons for the Delay of Employment

Reasons for the delay of employment	FREQUENCY	PERCENTAGE	RANK
Delay of issuance of school credentials	5	4.90	6
Delay of the issuance of other needed documents	9	8.82	4
No immediate vacancy	26	25.49	1
Tight competition for the job	3	2.94	8
Available job/s are not in line with specialization	8	7.84	5
Lack of financial support for job hunting	24	23.53	2
Health reasons	4	3.92	7
Early marriage	1	0.98	9
Not emotionally ready	5	4.90	6
Due to pandemic	17	16.67	3
Total	102	100%	

Table 6 indicated the distribution of the respondents in terms of their reasons for the delay of employment of graduates. It was revealed that the top reason of their delay in their employment has something to do with “No immediate vacancy” with 26 or 25.49% while the least reason is early

marriage with 0.98%. This is similar to the findings of Paz (2019) and Salas (2022) that their graduates delay of employment is due to the absence of vacancy of position to be applied for.

Table 7 Frequency and percentage distribution on the status of graduates according to their monthly salary

Monthly salary	FREQUENCY	PERCENTAGE
5,000-9,999	5	4.90
10,000-14,999	15	14.71
15,000-19,999	19	18.63
20,000-24,999	13	12.74
25,000-29,000	18	10.78
30,000-34,999	32	38.24
TOTAL	102	100%

As gleaned in the table 7, it showed that majority of the graduates' salary is within the range of 30,000-34,999 or 38.24% while 5 or 4.90% of the graduates are gaining a monthly salary within the range of 5,000-9,999 or 4.90%.

This implies that the salary of the majority of the graduates are categorized as lower middle class in the society as categorized by the Philippine Institute for Development Studies (2018).

Table 8 Frequency and percentage distribution on the status of graduates according to the factors that facilitated them in getting their first Job/Present Job

Factors that facilitated you in getting your First/present job	FREQUENCY	PERCENTAGE
Educational Qualifications	68	66.67
Recommendations from relatives/friends	13	12.75
Job fair/DOLE	12	11.76
Online applications	9	8.82
Total	102	100%

Table 8 revealed that the graduates' main factor in landing for the job is their educational qualification with 68 or 66.67% and the least factor is Online applications with 9

or 8.82%. This is reinforced by Salas (2022) who found out that their graduates' main factor in their employment is their educational qualification.

Table 9 Frequency and percentage distribution on the status of graduates according to the Relevance of College Degree/Training in your Present Job

Relevance of college degree/training in your present job	FREQUENCY	PERCENTAGE
Very relevant	73	71.57
Relevant	22	21.57
Fairly relevant	7	6.86
Total	102	100%

Table 9 showed the distribution of the graduates according to the relevance of their degree and training. Based on the data, it reveals that 73 or 71.57 % said that it is very

relevant and only 7 or 6.86% said that it is fairly relevant. The above data implies that their degree and trainings undertaken are relevant to the competencies required in their jobs.

Table 10 Frequency and percentage distribution on the status of graduates according to Competencies Learned (Multiple responses)

Competencies	Male		Female		Total	
	F	%	F	%	F	%
Communication skills	81	79.41	19	18.63	100	98.04
Human relation/interpersonal skills	74	72.55	17	16.67	91	89.22
Leadership skills	79	77.45	19	18.63	98	96.08
Entrepreneurial skills	25	24.51	8	7.84	33	32.35
Informational skills	73	71.57	13	12.75	86	84.32
Problem solving skills	51	62.20	13	12.75	64	74.95
Critical thinking skills	70	68.63	12	14.81	82	83.44
Research and extension skills	75	73.53	15	14.71	90	88.24

As gleaned in the table 10, it showed the distribution of the graduates according to competencies Learned. It revealed that most of the graduates learned communication skills with 98.04% while the least is in entrepreneurial skills with

32.35%. This implies that graduates of the program don't have entrepreneurial course as regard to their curriculum and it is now being addressed by the University with the addition of entrepreneurial management in all program offerings.

Table 11 Frequency and percentage distribution on the assessment of the graduates on the Quality of Education at ISU

Feedbacks on the following; TOTAL	EXCELLENT			VERY GOOD			GOOD			FAIR			NEEDS IMPROVEMENT				
	MALE	FEMALE		MALE	FEMALE		MALE	FEMALE		MALE	FEMALE		MALE	FEMALE			
1. Curriculum/Course Content	2.75	0.15	2.89	0.75	0.63	1.37	0.18	0.00	0.18	0.04	0.00	0.04	0.00	0.00	0.00	4.48	EXCELLENT
2. Methods of Instruction	2.60	0.39	2.99	1.06	0.31	1.37	0.06	0.06	0.12	0.04	0.00	0.04	0.00	0.00	0.00	4.52	EXCELLENT
3. Faculty	2.99	0.74	3.73	0.82	0.16	0.98	0.03	0.00	0.03	0.00	0.00	0.00	0.00	0.00	0.00	4.74	EXCELLENT
4. Library	1.52	0.25	1.76	1.06	0.27	1.33	0.62	0.12	0.74	0.08	0.06	0.14	0.00	0.00	0.00	3.97	VERY GOOD
5. Laboratories	1.42	0.29	1.72	0.98	0.31	1.29	0.65	0.09	0.74	0.14	0.04	0.18	0.00	0.00	0.00	3.92	VERY GOOD
6. Physical Plant	2.11	0.44	2.55	1.25	0.24	1.49	0.18	0.12	0.29	0.04	0.00	0.04	0.00	0.00	0.00	4.37	EXCELLENT
7. Career Guidance	2.30	0.49	2.79	0.90	0.27	1.18	0.32	0.06	0.38	0.04	0.00	0.04	0.00	0.00	0.00	4.39	EXCELLENT
8. Housing/Dormitories	0.93	0.25	1.18	0.67	0.16	0.82	0.79	0.21	1.00	0.29	0.06	0.35	0.05	0.00	0.05	3.40	VERY GOOD
9. Job Placement	2.21	0.59	2.79	1.37	0.20	1.57	0.06	0.06	0.12	0.02	0.00	0.02	0.00	0.00	0.00	4.50	EXCELLENT
10. Academic Counseling	2.50	0.83	3.33	0.71	0.08	0.78	0.35	0.00	0.35	0.04	0.00	0.04	0.00	0.00	0.00	4.51	EXCELLENT
11. Research Services	1.42	0.49	1.91	0.86	0.24	1.10	0.68	0.09	0.76	0.18	0.00	0.18	0.00	0.00	0.00	3.95	VERY GOOD
12. Extension Services	1.57	0.59	2.16	1.10	0.20	1.29	0.53	0.06	0.59	0.10	0.00	0.10	0.00	0.00	0.00	4.14	VERY GOOD
																4.24	EXCELLENT

Table 11. showed the distribution of the respondents according to their perception with regards to student services offered by the university. Based on the data, it was revealed that the quality of education at ISU is generally excellent with an overall mean of 4.24. Specifically, there are seven (7) services that were described as excellent which are as follows; curriculum/course content, methods of instruction, faculty, physical plant, career guidance, job placement and academic counseling. This is supported in the study of Alvarez & Cammayo (2023) who found out that their course content/curriculum, student services (training, seminars), and facilities were significant factors contributing to alumni employability.

V. SUMMARY

- Majority of the graduates are 25 years old, male, single, Ibanag, bachelor's degree graduate, and AFPSAT passers;
- Majority of the graduates are temporary/casual, connected to security agencies, able to look for a job within 1-2 years, delayed in their employment for reason of absence of immediate vacancy, earning a monthly salary within the range of Php. 30,000-34,999 pesos, employed for reasons of their educational qualifications, recognizing that their employment is very relevant to

their degree/training, and it is their communication skills learned from the institution that helped them be employed; and

- The quality of Education at ISU is excellent especially along the following: curriculum/course content, methods of instruction, faculty, physical plant, career guidance, job placement, and academic counseling.

VI. CONCLUSION

- Based from the result of the study, it can be concluded that BS Law Enforcement Administration graduates are employed in agencies which are relevant to their degree in a short span of time of 1-2 years with a salary categorized for lower middle-class society. Furthermore, the quality of education is generally excellent. However, their employment was not assured of security of tenure.

RECOMMENDATION

Future researchers may consider conducting further study that would determine the causes or factors why the majority of the graduates did not pursue graduate studies, why there are a considerable number of graduates with no eligibility, and why the majority of the graduates are temporary or casual as to the status of their employment. Furthermore, a study may be conducted to determine the specific problem(s) or needs for further improvement of the following services: library, laboratory, dormitory, research, and extension.

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