

Criminology Program Outcomes and Educational Objectives in Relation to the Job Performance of Graduates

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ABSTRACT

The Program Educational Objectives (PEOs) and Program Outcomes (POs) of Criminology programs are essential in developing competencies for professional practice. This study examined the relationship between the perceived attainment of PEOs and POs and the self-assessed job performance of Bachelor of Science in Criminology graduates in Region 10, Philippines. A descriptive-correlational design was used involving 100 graduates currently employed in criminology-related fields, who were selected using purposive sampling based on the predefined inclusion criteria. Data were gathered using researcher-made questionnaires and analyzed using mean, standard deviation, Pearson product-moment correlation coefficient, and regression analysis. Findings showed that graduates perceived a very high attainment of both PEOs and POs and reported excellent job performance. Significant relationships were found between PEOs, POs, and job performance, with Ethical and Responsible Citizenship (PEO) and Professional Competence (PO) as the strongest predictors. This indicates that the program effectively translates academic objectives and outcomes into workplace competencies, ensuring graduate readiness for criminology careers. In conclusion, the Bachelor of Science in Criminology program effectively produces competent, ethical, and job-ready graduates whose academic preparation enhances workplace performance. It is recommended that institutions continue to strengthen outcome-based education through improved experiential learning, ethical and professional development, curriculum enhancement, and stronger industry partnerships to further improve employability and practical skills.

Keywords: criminology graduates, job performance, professional competence, program educational objectives, program outcomes

INTRODUCTION

Rationale of the Study

The Bachelor of Science in Criminology (BS Criminology) program plays a crucial role in preparing individuals for careers in the field of law enforcement, crime prevention, and criminal justice (Camal, 2023). The criminology discipline demands not only theoretical knowledge but also practical skills necessary for crime prevention, investigation, and rehabilitation. Graduates are expected to embody both competence and ethical responsibility as future criminologists (Morong & Achas, 2025). Universities today face continuing challenges in addressing the job market needs for their students. Identifying optimal values, dispositions, and skills that are transferable to “worldly” demands is quite a challenge for many higher education institutions (Alyasin et al., 2023). In the realm of criminology, the transition from academic training to practical application within law enforcement agencies is a crucial juncture that demands meticulous examination. (Bauzon & Mayao, 2023).

Higher Education Institutions (HEIs) offering criminology programs play a central role in developing graduates with the competence, character, and adaptability needed to respond to the challenges of globalization and to address the persistent issues of crime and public safety in the nation (Concha et al., 2024). To fulfill this mandate, HEIs emphasize the alignment of graduates’ skills and competencies with industry standards, ensuring that they are prepared for the continuously evolving workforce landscape (Robinos et al., 2025).

Program educational objectives (PEOs) encompass a collection of statements that outline the knowledge, proficiencies, and competencies that graduates of a program should possess (Abdullah et al., 2023). Program Educational Objectives (PEOs) articulate the knowledge, skills, and competencies that students are anticipated to acquire upon completion of the program, and they align closely with the institution's mission and the evolving demands of the industry (Aithal & Kothai, 2024). PEOs are one of the tools to measure the quality of the curriculum (Naim et al., 2024). In contrast, Program Outcomes (POs) describe the specific skills, competencies, and attributes students are expected to demonstrate upon graduation (Abet, 2020). Examining how these educational targets translate into actual job performance is vital for ensuring that criminology graduates are truly equipped to meet the demands of their profession. These frameworks also provide benchmarks for curriculum development, program evaluation, and continuous improvement to maintain alignment with industry standards and societal needs (Lopez & Tan, 2024; Fernandez, 2023).

Criminology education has continuously evolved to address complex social issues such as cybercrime, terrorism, and community-oriented policing (Smith & Johnson, 2021). In the Philippine context, criminology programs are guided by national policies that aim to ensure the development of competent and ethical professionals (Commission on Higher Education [CHED], 2020). Higher education institutions implement Outcome-Based Education (OBE) frameworks to align learning outcomes with industry expectations and societal demands (Spady, 2020). With the increasing emphasis on outcome-based education (OBE), institutions have sought to align curricula with PEOs and POs to foster critical thinking, ethical decision-making, technical expertise, and lifelong learning (Garcia et al., 2022). These mechanisms are intended to ensure that students acquire relevant knowledge, skills, and professional values (ABET, 2020). However, the dynamic nature of careers in criminal justice necessitates ongoing assessment of how effectively these academic outcomes prepare graduates for professional realities.

Program Educational Objectives (PEOs) describe the long-term professional achievements that graduates are expected to attain after completing a program (Accreditation Board for Engineering and Technology, 2020). These objectives are aligned with institutional goals and emphasize professional competence, ethical responsibility, and continuous development (Commission on Higher Education, 2020). In contrast, Program Outcomes (POs) refer to the specific knowledge, skills, and abilities that students are expected to demonstrate upon graduation (ABET, 2020). The alignment between PEOs and POs is essential in ensuring a coherent and outcomes-based educational framework (John Biggs & Catherine Tang, 2022). This alignment supports both immediate employability and long-term professional growth of graduates (Organisation for Economic Co-operation and Development, 2021).

Job performance in criminology-related fields is multifaceted, encompassing investigative ability, ethical judgment, teamwork, leadership, and adaptability to evolving crime trends (Williams & Chen, 2020). Employers increasingly seek graduates who demonstrate not only theoretical knowledge but also practical competence, professionalism, and problem-solving skills (Dela Cruz, 2021). Measuring job performance therefore requires a comprehensive framework that captures both technical and behavioral dimensions.

A significant issue in criminology education is the gap between theoretical knowledge and practical application (Kolb, 2021). While students are trained in laws, investigation, and criminal behavior, applying these competencies in actual situations remains a challenge (Cordner, 2020). Graduates often struggle with communication, report writing, and decision-making under pressure (Farrington et al., 2021). Ethical judgment and professional conduct are also areas that require further development (Pollock, 2020). These challenges suggest that academic preparation alone may not be sufficient to meet workplace demands (Kolb, 2021). The dynamic nature of criminal justice work requires adaptability, critical thinking, and problem-solving skills (Newburn, 2021). Without adequate practical exposure, graduates may fail to meet employer expectations (Braga et al., 2020). This situation raises concerns about the effectiveness of current criminology training programs (Biggs & Tang, 2022). Addressing this gap is essential to improving the quality of criminology education and graduate performance.

While several studies have examined criminology education and graduate employability, most have focused only on short-term outcomes such as passing the licensure examination, securing initial employment, or gaining job satisfaction (Bauzon & Mayao, 2023; Cruz, 2021). These findings, although useful, provide only a partial view of how academic preparation translates into sustained job performance within the criminal justice sector. Moreover, existing research often isolates either Program Educational Objectives (PEOs) or Program Outcomes (POs), instead of examining how the interaction and alignment of both directly shape graduates' effectiveness in their professional roles (Delos Santos, 2020).

This study addressed an empirical gap dealing into the practical application of Program Outcomes (POs) in criminology education. While accreditation bodies and higher education institutions emphasize outcome-based education, many program outcomes remain overly theoretical and lack sufficient integration with real-world criminology practice (Fernandez, 2023). This gap highlights the absence of studies evaluating whether criminology graduates are adequately equipped to apply learned competencies in addressing emerging challenges such as cybercrime, terrorism, and technological advancements in policing and forensic investigation (Torres & Lim, 2022).

Furthermore, most existing studies were concentrated in broader higher education or general employability contexts, with limited research specific to criminology graduates. Given the unique demands of law enforcement and criminal justice work, such as investigative skills, ethical decision-making, and adaptability, there is a pressing need to assess whether criminology programs are successfully bridging academic training and actual field performance. This gap underscores the importance of conducting a focused study that links PEOs and POs directly to job performance, moving beyond immediate employment outcomes and evaluating how educational frameworks contribute to the long-term professional growth and workplace effectiveness of criminology graduates.

This study aimed to investigate the connection between Program Educational Objectives (PEOs), Program Outcomes (POs), and the job performance of criminology graduates. It seeks to determine the extent to which these educational targets prepare graduates for professional responsibilities, identify areas of alignment and misalignment, and provide evidence-based recommendations for curriculum enhancement. Ultimately, the study seeks to bridge the gap between what is taught in the classroom and what is required in the field, ensuring that criminology graduates are not only knowledgeable but also competent, adaptable, and prepared to contribute meaningfully to the criminal justice system and to society at large.

The significance of this study begins with its aim to bridge the gap between what is taught in criminology programs and what is actually required in professional practice. It highlights the importance of ensuring that academic instruction remains relevant and responsive to real-world demands. By providing evidence-based insights, the study seeks to guide educators, curriculum developers, and policymakers in strengthening the alignment between classroom learning and the competencies needed in the field. By identifying how PEOs and POs translate into actual job performance, the findings can inform curriculum revisions, enhance outcome-based education implementation, and strengthen the employability and effectiveness of criminology graduates. Furthermore, the study contributes to the broader discourse on quality assurance in higher education, particularly in developing programs that foster lifelong learning, ethical competence, and professional growth among future criminal justice practitioners.

Theoretical Framework

This study was anchored on Human Capital Theory by Becker (1964), Outcome-Based Education (OBE) by Spady (1994), and Constructive Alignment Theory by Biggs (1996). These theories collectively explain how educational preparation, learning outcomes, and curriculum design influence the job performance of criminology graduates.

Human Capital Theory, as proposed by Becker (1964), posits that education and professional training represent strategic investments that fundamentally enhance an individual's productive capacity, specialized skills, and

overall core competencies. This theory views formal education not merely as a degree-seeking process, but as a deliberate mechanism for increasing individual efficiency, employability, and long-term economic utility within the labor market. By investing in systematic skill development, individuals acquire the knowledge base and behavioral traits necessary to navigate professional challenges, which leads to improved workplace outputs and sustained professional growth. When employees possess a high level of human capital, they are better equipped to navigate complex job requirements and deliver superior performance in their respective fields.

In the context of this study, Program Educational Objectives (PEOs) and Program Outcomes (POs) function as the institutional manifestations of these educational investments. These academic structures serve as the primary pathways through which essential knowledge, technical skills, and professional values are instilled in criminology students during their formative years. When these objectives and outcomes are designed with precision, they directly shape the graduates' readiness to handle the multifaceted demands of the justice sector. Consequently, the job performance of a criminology graduate becomes a direct reflection of the quality and depth of these curricular investments, demonstrating how academic preparation serves as the foundation for operational success.

Empirical support for this theory is extensive, with modern research confirming that human capital development is a primary driver of workplace efficiency and professional readiness (Istiqomah & Kasmari, 2025; Ositadimma, 2025). Evidence indicates that higher education significantly boosts labor productivity and broadens employment opportunities for graduates across various sectors (Psacharopoulos & Patrinos, 2018). Furthermore, specialized training and internship experiences have been identified as critical factors that improve job satisfaction and performance levels among new professionals (Reyes & Martinez, 2022). In the specialized field of criminology, continuous professional development has been shown to increase law enforcement efficiency while simultaneously strengthening public trust in safety institutions (Lopez & Dizon, 2021).

Outcome-Based Education (OBE), conceptualized by Spady (1994), represents a pedagogical paradigm shift that prioritizes the demonstrated abilities of learners over traditional methods of content delivery. Rather than focusing on time spent in the classroom or the completion of specific academic credits, this approach mandates that instruction be organized around clearly defined, measurable learning outcomes that mirror real-world professional requirements. By establishing high-level expectations, institutions can ensure that the curriculum remains relevant to the evolving demands of the workplace. This framework requires a comprehensive approach where teaching methodologies and assessment tools are systematically aligned to verify that students have mastered the intended competencies before moving forward.

For this study, Program Outcomes (POs) serve as the vital indicators of the specific competencies that criminology graduates have attained, including investigative precision, effective communication, ethical decision-making, and analytical critical thinking. These outcomes provide a measurable link between the academic environment and the rigorous demands of criminal justice careers. Simultaneously, Program Educational Objectives (PEOs) provide a long-term perspective on how these immediate outcomes contribute to a graduate's professional trajectory and workplace success. By examining the relationship between these outcomes and actual job performance, the research evaluates whether the curriculum successfully translates classroom learning into the functional competencies required for public safety and law enforcement.

Recent scholarship validates that outcome-based frameworks significantly enhance both professional readiness and employability for students entering the criminal justice field (Garcia et al., 2022). Research has shown that a strong attainment of these program outcomes is directly associated with higher pass rates on licensure examinations and greater success in initial job placements (Santos et al., 2023). Furthermore, aligning academic outcomes with practical, industry-specific skills has been proven to better prepare students for the complexities of forensic and investigative assignments (Villanueva, 2020). These findings collectively affirm that an outcome-based approach is essential for bridging the gap between theoretical knowledge and the practical competence expected of criminology professionals.

Constructive Alignment Theory, developed by Biggs (1996), asserts that the most effective learning environments are those where the learning outcomes, teaching strategies, and assessment methods are

intentionally integrated and mutually supportive. This theory relies on the principle of constructivism, which suggests that students must actively build their own understanding of complex topics through meaningful engagement with the curriculum. When the various components of an academic program are properly aligned, they reinforce one another, ensuring that the instructional process is coherent and focused on achieving high-level competencies. This structure minimizes fragmented learning experiences and encourages students to perceive the relevance of their studies to their future professional roles.

In this study, the theory is applied to the alignment of PEOs and POs with practical instructional activities such as crime scene simulations, mock trials, case study analysis, and field training modules. When these components work in harmony, they provide students with a consistent roadmap for skill acquisition, moving them from theoretical conceptualization to practical application in criminal justice scenarios. This coherence ensures that the skills being assessed in the classroom directly mirror the skills required for success in the field. Consequently, the level of job performance observed in graduates can be interpreted as an indicator of how effectively these educational components were integrated into a cohesive, professional development experience.

The importance of constructive alignment is well-documented in academic literature, with studies consistently showing that coherence between learning goals and evaluation methods improves student achievement (Wang, 2019). Research has demonstrated that when teaching and evaluation methods are harmonized, it facilitates a smoother and more effective transfer of knowledge into real-world professional practice (Alvarez & Kim, 2024). Within the specific context of criminology, instructional approaches that strictly adhere to outcome-aligned design have been reported to significantly improve students' investigative competence and their commitment to ethical awareness (Serrano & Bautista, 2022). Furthermore, evidence continues to emerge that such alignment enhances student engagement and the overall effectiveness of learning transfer to the workplace (O'Sullivan, 2024; Yassin, 2026).

CONCEPTUAL FRAMEWORK

The conceptual framework of this study was anchored on the relationship among Program Educational Objectives (PEOs), Program Outcomes (POs), and the Job Performance of criminology graduates. It illustrates how the learning outcomes of the Bachelor of Science in Criminology program are translated into actual workplace performance. The framework assumes that both long-term graduate attributes and immediate competencies contribute to professional effectiveness in the field of criminal justice.

Program Educational Objectives (PEOs) refers to a broad statement that describe the expected achievements of graduates within a few years after completing their degree program. According to Garcia et al. (2022), PEOs reflect the long-term professional accomplishments, values, and competencies that graduates are expected to demonstrate in their careers, particularly in relation to their contribution to society and their profession. In this study, PEOs refer to the long-term professional and personal competencies demonstrated by criminology graduates in their workplace several years after graduation. These are measured through self-reported assessments focusing on professional growth, ethical behavior, and leadership capabilities in law enforcement and related fields.

Key variables under the Program Educational Objectives (PEOs) for criminology programs include Career and Professionalism Advancement, Ethical and Responsible Citizenship, and Leadership and Management Capabilities.

Career and Professionalism Advancement. This refers to the extent to which criminology graduates show continuous improvement in their careers and adherence to professional standards. It includes indicators such as job promotion, skills enhancement, and consistent demonstration of professionalism in the workplace (Santos et al., 2023). Graduates who exhibit this competency are able to adapt to changing job demands and improve their qualifications over time. It also reflects their commitment to lifelong learning and career progression in law enforcement or related fields. Overall, it indicates sustained professional growth after graduation.

Ethical and Responsible Citizenship. This refers to the ability of graduates to demonstrate integrity, accountability, and respect for laws and human rights in their work (Torres & Lim, 2022). It involves making sound moral decisions and complying with organizational and legal standards in all professional actions. Graduates with strong ethical behavior are less likely to be involved in misconduct or violations. This competency also reflects their responsibility in maintaining public trust in law enforcement agencies. It is essential in ensuring fairness and justice in criminal justice practice.

Leadership and Management Capabilities. This refers to the ability of graduates to lead, supervise, and manage tasks and personnel effectively in their workplace (Alvarez & Kim, 2024). It includes decision-making, problem-solving, coordination, and the ability to guide others in accomplishing organizational goals. Graduates who possess this capability can function effectively in supervisory or leadership roles. It also reflects their ability to handle responsibilities in dynamic and high-pressure environments. This competency is important for career advancement in law enforcement agencies.

Program Outcomes (POs) refer to the specific knowledge, skills, and competencies that students are expected to acquire upon completion of an academic program. According to Garcia et al. (2022), POs represent the immediate learning achievements that demonstrate program effectiveness and alignment with academic standards. These outcomes reflect the readiness of graduates to perform professional tasks upon entry into the workforce. In this study, POs refer to the competencies acquired by criminology graduates at the completion of their degree program, as reflected in their ability to perform job-related tasks. These are measured through self-assessment focusing on knowledge, skills application, and critical thinking abilities. The responses indicate how graduates evaluate their preparedness for professional practice.

Key variables under the Program Outcomes (POs) for criminology programs include Knowledge Mastery, Skills Application, Critical Thinking and Problem Solving.

Knowledge Mastery. This refers to the extent to which graduates understand criminology theories, laws, and procedures relevant to their field (Santos et al., 2023). It includes the ability to recall, explain, and apply disciplinary knowledge in workplace situations. Graduates with strong knowledge mastery can perform their duties with accuracy and confidence. It serves as the foundation for effective decision-making in criminal justice practice. This competency ensures readiness for professional responsibilities.

Skills Application. This refers to the ability of graduates to apply theoretical knowledge in practical situations such as investigation, evidence handling, and report writing (Reyes & Martinez, 2022). It emphasizes the translation of classroom learning into actual job performance. Graduates who demonstrate strong skills application can effectively perform fieldwork tasks. It also reflects adaptability in handling real-world law enforcement situations. This competency is essential for operational effectiveness.

Critical Thinking and Problem Solving. This refers to the ability of graduates to analyze situations, evaluate information, and make sound decisions in complex scenarios (Torres & Lim, 2022). It involves logical reasoning and the ability to address problems encountered in criminology practice. Graduates with this skill can respond effectively to unpredictable situations. It also supports better judgment in investigative and operational tasks. This competency enhances overall professional performance.

Professional Competence. This refers to the overall ability of graduates to perform their duties in accordance with professional, legal, and ethical standards (Dela Cruz, 2021). It integrates knowledge, skills, and values in the execution of job responsibilities. Graduates who are professionally competent can work efficiently while maintaining ethical conduct. It also reflects their readiness to meet the expectations of the criminal justice system. This competency serves as a benchmark of overall graduate quality.

Job Performance of Criminology Graduates refers to the effectiveness with which individuals carry out their work responsibilities. According to Campbell and Wiernik (2021), it includes task accomplishment, work quality, productivity, and professional behavior as key indicators of performance. It reflects how well an employee meets organizational expectations in the workplace. In this study, job performance refers to the self-evaluated level of

effectiveness of criminology graduates in performing their duties in their respective workplaces. It is measured in terms of task performance, work quality, and efficiency and productivity. The responses indicate how graduates assess their own professional effectiveness.

Key variables under the Job Performance of criminology graduates include Task Performance Effectiveness in Completing Task, Work Quality, and Efficiency and Productivity.

Task Performance Effectiveness in Completing Task. This refers to the ability of graduates to complete assigned duties accurately and within the required time frame (Koopmans et al., 2021). It involves following procedures and meeting organizational standards in task execution. Graduates who perform well in this area demonstrate reliability and consistency in their work. It also reflects their ability to handle responsibilities effectively. This competency is essential for daily operational success.

Work Quality. This refers to the accuracy, completeness, and reliability of work outputs such as reports and investigations (Viswesvaran & Ones, 2021). It measures how well graduates perform tasks with minimal errors and high standards. High work quality ensures credibility and trust in professional outputs. It also reduces the need for corrections and revisions. This competency reflects professionalism in practice.

Efficiency and Productivity. This refers to the ability of graduates to accomplish tasks using time and resources effectively while maintaining high output levels (DeNisi & Murphy, 2021). It includes managing workload efficiently and meeting deadlines consistently. Graduates who are efficient contribute to improved organizational performance. It also reflects their ability to multitask in demanding environments. This competency supports overall workplace effectiveness.

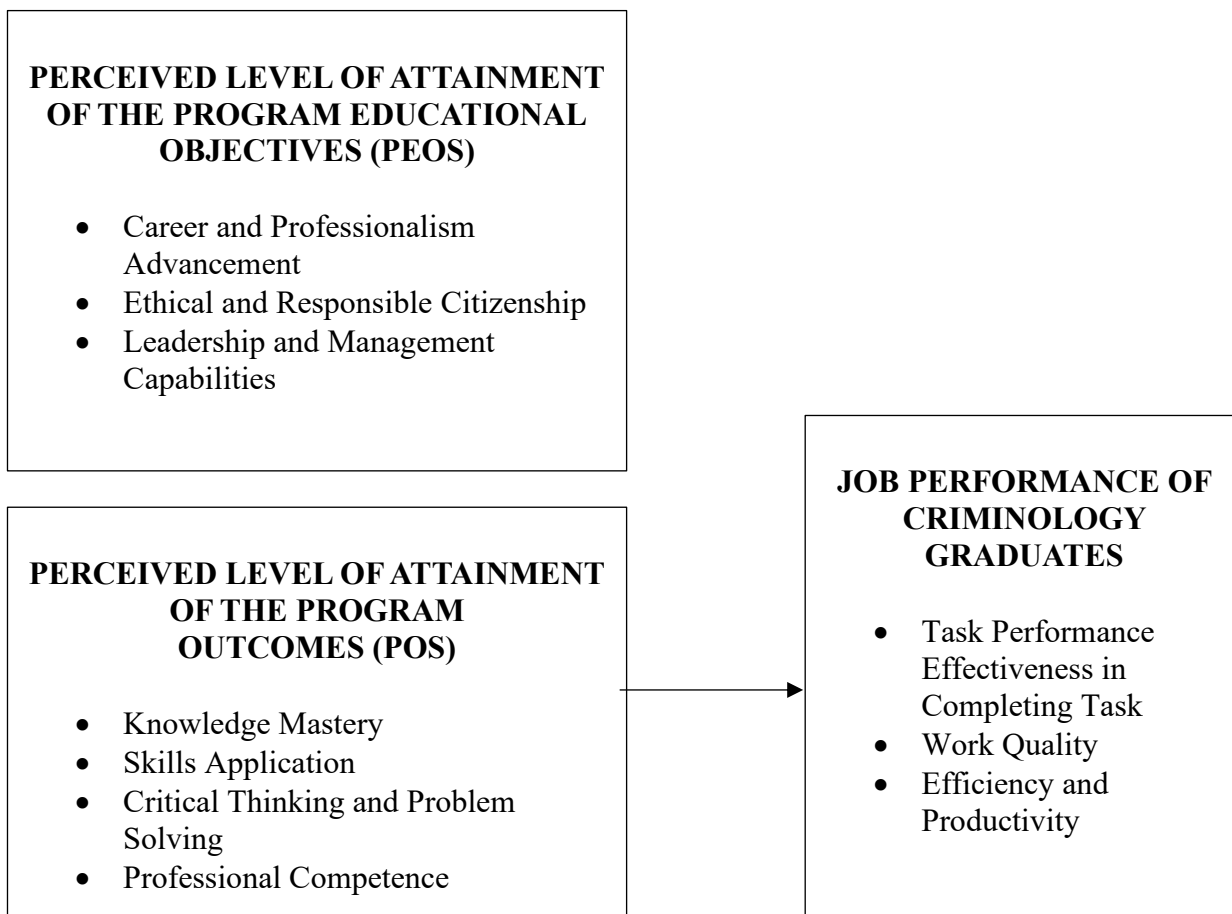


Figure 1. Schematic Diagram of the Stud

Statement of the Problem

This study aimed to examine the relationship between the Program Outcomes (POs) and Program Educational Objectives (PEOs) of the Bachelor of Science in Criminology program and the job performance of its graduates.

Specifically, the study was guided by the following research questions:

1. What are the perceived level of attainment of the Program Outcomes (POs) in relation to the current job roles of BS Criminology graduates in terms of:
 - 1.1 Knowledge mastery
 - 1.2 Skills application
 - 1.3 Critical thinking and problem-solving
 - 1.4 Professional competence
2. What are the perceived level of attainment of the Program Educational Objectives (PEOs) in relation to the current job roles of BS Criminology graduates in terms of:
 - 2.1 Career and professional advancement
 - 2.2 Ethical and responsible citizenship
 - 2.3 Leadership and management capabilities
3. What are the level of job performance of the graduates?
4. Is there a significant relationship between the perceived attainment of the Program Outcomes (POs) and the job performance of the graduates?
5. Is there a significant relationship between the perceived attainment of the Program Educational Objectives (PEOs) and the job performance of the graduates?
6. Among the predictors (POs and PEOs), which significantly influenced the job performance of the graduates?

Null Hypotheses

H₀₁: There is no significant relationship between the perceived attainment of the Program Outcomes and the job performance of the graduates.

H₀₂: There is no significant relationship between the perceived attainment of the Program Educational Objectives and the job performance of the graduates.

H₀₃: None of the predictors (Program Outcomes and Program Educational Objectives) significantly influence the job performance of the graduates.

RESEARCH METHODOLOGY

Design

This study employed a descriptive–correlational research design to examine the relationships among Program Outcomes (POs), Program Educational Objectives (PEOs), and the job performance of criminology graduates. This design allows the researcher to describe the variables and determine the extent to which they are associated without manipulating any conditions. A correlational design, which is a quantitative approach, is used to determine the strength and direction of relationships between two or more variables (Creswell & Creswell, 2023). It is appropriate for this study because it focuses on analyzing how POs and PEOs relate to the professional performance of Bachelor of Science in Criminology graduates. Specifically, this design enables the assessment of how POs and PEOs are associated with graduates' job performance in terms of task effectiveness, work quality, productivity, and ethical behavior. Through statistical analysis, it helps identify patterns and the degree of relationship among the variables, providing empirical evidence on how educational outcomes are linked to professional competence. In addition, all variables in the study, including job performance, were measured using self-reported data collected from the same respondents.

Setting

The study was conducted in Region 10 (Northern Mindanao), Philippines, focusing on institutions and agencies where Bachelor of Science in Criminology graduates are currently employed, including law enforcement offices, correctional facilities, private security agencies, and academic institutions. This setting was chosen because it provides a relevant context for examining the relationship between Program Outcomes (POs), Program Educational Objectives (PEOs), and graduates' job performance within actual workplace environments. Region 10 encompasses a diverse range of employment sectors that reflect the professional trajectories of criminology graduates, allowing for a comprehensive assessment of their competencies across different fields. Additionally, the accessibility of the area to the researcher and the availability of institutional support and records enhance the feasibility, reliability, and accuracy of data collection. Overall, this setting is appropriate as it enables the generation of context-specific and meaningful insights regarding the alignment between academic preparation and professional performance among criminology graduates.

Respondents

The respondents of this study consisted of one hundred (100) criminology graduates who completed the Bachelor of Science in Criminology program within the last ten (10) years, specifically from 2015-2025 and are currently employed in relevant fields within Region 10 (Northern Mindanao), such as law enforcement, corrections, private security, and academe. The respondents were selected using Purposive Sampling ensuring that only individuals who met the specific inclusion criteria were included in the study.

The inclusion criteria were as follows: (1) a graduate of Bachelor of Science in Criminology; (2) graduated within the last ten (10) years; (3) currently employed in a criminology-related field; and (4) presently working within Region 10. These criteria ensured that the respondents possess relevant educational background and sufficient professional experience necessary to assess the relationship between Program Outcomes (POs), Program Educational Objectives (PEOs), and job performance.

Instruments

The following instruments were used in this study:

A. Program Outcomes (POs) Questionnaire. This is a researcher-made instrument designed to assess the attainment of specific competencies of criminology graduates, including technical, analytical, and investigative skills. The indicators were anchored on the expected competencies outlined in the Criminology Program

Handbook and CHED standards. To ensure the reliability of the instrument, it was pilot-tested on respondents who were not included in the actual study, and it yielded a Cronbach's alpha of 0.953, indicating excellent internal consistency. In interpreting the level of Program Outcomes, the following scales were used:

Responses	Continuum	Interpretation
4 – Always (A)	3.25 – 4.00	Very High (VH)
3 – Often (O)	2.50 – 3.24	High (H)
2 – Sometimes (S)	1.75 – 2.49	Low (L)
1 – Never (N)	1.00 – 1.74	Very Low (VL)

B. Program Educational Objectives (PEOs) Questionnaire. This was a researcher-made instrument designed to determine the extent to which the Program Educational Objectives of the Bachelor of Science in Criminology program are attained by its graduates. It includes indicators related to long-term professional development, ethical practice, leadership, and community engagement, in accordance with the Criminology Program Handbook (2003 and 2023 editions) and the standards set by the Commission on Higher Education (CHED). To ensure the reliability of the instrument, it was pilot-tested on respondents who were not included as part of the actual participants in the study, and it yielded a Cronbach's alpha of 0.926, indicating excellent internal consistency. In interpreting the level of Program Educational Objectives, the following scales were used:

Responses	Continuum	Interpretation
4 – Always (A)	3.25 – 4.00	Very High (VH)
3 – Often (O)	2.50 – 3.24	High (H)
2 – Sometimes (S)	1.75 – 2.49	Low (L)
1 – Never (N)	1.00 – 1.74	Very Low (VL)

C. Job Performance Questionnaire. This instrument was used to assess the professional performance of criminology graduates as self-evaluated by the respondents. It measures both technical and professional competencies, ensuring alignment with industry expectations and the competencies outlined in CHED Memorandum Order No. 05, series of 2018. It captures the graduates' own assessment of their workplace performance, complementing the self-reported data from the PEOs and POs questionnaires. To ensure the reliability of the instrument, it was pilot-tested on respondents who were not included in the actual study, and it yielded a Cronbach's alpha of 0.956, indicating excellent internal consistency. In interpreting the level of job performance, the following scales were used:

Responses	Continuum	Interpretation
4	3.25 – 4.00	Very Satisfactory (VS)
3	2.50 – 3.24	Satisfactory (S)
2	1.75 – 2.49	Fair (F)
1	1.00 – 1.74	Poor (P)

Data Gathering Procedure

Data gathering commenced after securing approval and certification to conduct the study from the Dean of the Graduate School. The researcher coordinated with the respective agencies and institutions where the graduates were employed to administer the survey questionnaires. Upon receiving approval, the researcher communicated with the respondents to explain the purpose, objectives, and ethical protocols of the study, including confidentiality and voluntary participation. Informed consent was obtained from each participant prior to their involvement in the study. The researcher scheduled the distribution of the researcher-made questionnaires according to the respondents' preferred dates and times, with an estimated completion time of 10–15 minutes. After collecting the instruments, the researcher reviewed all responses to ensure data completeness and accuracy. The gathered data were then tallied, tabulated, and prepared for statistical analysis and interpretation.

Ethical Considerations

This study carefully followed ethical standards to ensure the safety, dignity, and rights of all participants. The research proposal was submitted to the Misamis University Research Ethics Committee (MUREC) for review, particularly focusing on the ethical aspects of the study. All required documents, including the Ethical Review Assessment Form, Informed Consent Form, and Technical Review, were completed and evaluated before the study was conducted. This process ensured that the research met the university's ethical requirements.

Before collecting any data, the researcher secured an Informed Consent Form from each participant. The purpose of the study, the procedures involved, and the rights of the respondents were clearly explained in a simple and understandable manner. Participants were informed that their involvement was entirely voluntary and that they could choose not to participate or withdraw at any time without any consequences. They were also given enough time to think about their decision and ask questions if anything was unclear. To avoid interrupting academic and professional responsibilities, the questionnaires were distributed beyond official office hours. This allowed participants to answer the survey at a convenient time without affecting their work. The researcher made sure that the data collection process was smooth, respectful, and did not cause any inconvenience.

The researcher also took steps to protect the participants from any form of discomfort, embarrassment, or identification. All responses were treated with strict confidentiality, and no personal information was disclosed. Codes were used instead of names to maintain anonymity. The collected data were used only for research purposes and were kept secure. In addition, the study followed the provisions of Republic Act No. 10173, ensuring that the privacy and personal information of the respondents were properly protected.

The questionnaire used in this study was researcher-made and carefully designed based on the objectives of the research. It was reviewed and validated to ensure that the questions were clear, appropriate, and easy to understand. This helped avoid confusion and ensured that participants could respond comfortably. Before conducting the study, the researcher also obtained permission from the Dean of the Graduate School. The purpose of the study was personally explained to the respondents, and their right to refuse participation was emphasized. Overall, the researcher ensured that the study was conducted with honesty, respect, and responsibility toward all participants.

Data Analysis

The following statistical tools was used in the study:

Mean and Standard Deviation were used to summarize the levels of Program Educational Objectives (PEOs), Program Outcomes (POs), and Job Performance of criminology graduates. These measures provided an overall view of how graduates perceived the extent of attainment of educational objectives, learning outcomes, and workplace performance.

Pearson Product-Moment Correlation Coefficient (r) was used to determine the relationships between Program Educational Objectives (PEOs) and Job Performance, as well as between Program Outcomes (POs) and Job Performance. This test established the degree and direction of association among the variables and determined whether the relationships were statistically significant.

Regression Analysis was also employed to determine the predictive influence of Program Educational Objectives (PEOs) and Program Outcomes (POs) on Job Performance. This analysis identified which variables significantly contributed to job performance and the extent of their influence, thereby providing a deeper understanding of how academic preparation aligns with workplace demands.

RESULTS AND DISCUSSIONS

Perceived Level of Attainment of the Program Outcomes (POs) in Relation to the Current Job Roles of BS Criminology Graduates

The data presented in Table 1 indicate a very high level of attainment of the Program Outcomes (POs) among BS Criminology graduates, as reflected in the overall mean of 3.55. This indicates that graduates perceive themselves as well-equipped with the competencies required in their current job roles. Such findings suggest that the program effectively delivers its intended learning outcomes and prepares students for professional practice in the field of criminology.

This high level of attainment can be interpreted as evidence that the curriculum, instructional strategies, and training components of the program are aligned with the demands of the workplace. Graduates are not only able to recall theoretical knowledge but are also capable of applying what they have learned in real-world situations. This supports the Human Capital Theory, which posits that education enhances an individual's skills and competencies, ultimately leading to improved productivity and job performance. Studies have shown that competency-based education contributes significantly to the development of both technical and transferable skills among graduates, making them more adaptable and effective in their respective professions (Santos et al., 2023; Ramirez, 2022).

In terms of specific constructs, Professional Competence obtained the highest rating, indicating that graduates are confident in their ability to perform tasks in accordance with professional standards. This suggests that the program successfully instills discipline, ethical responsibility, and work readiness—qualities essential in criminology-related careers. Supporting this, recent studies highlight that structured training and exposure to real-life scenarios enhance professional behavior and workplace effectiveness (Garcia et al., 2023; Bautista & Flores, 2022). The strong performance in this area reflects the program's ability to prepare graduates not only academically but also professionally.

Meanwhile, Skills Application also yielded a very high rating, indicating that graduates are able to translate theoretical knowledge into practical action. This demonstrates that the learning experiences provided by the program are relevant and applicable to actual job responsibilities. Anchored on the principles of Outcome-Based Education, the results imply that clearly defined learning outcomes and performance-based assessments contribute to the development of job-ready graduates. Empirical evidence supports that experiential learning approaches, such as simulations, case studies, and field exposure, significantly improve the ability of students to apply their knowledge in professional settings (Perez & Lim, 2024; Garcia et al., 2023).

On the other hand, Knowledge Mastery and Critical Thinking and Problem Solving, although still rated very high, obtained slightly lower mean scores compared to the other constructs. This indicates that while graduates

possess strong foundational knowledge and analytical abilities, there is still room for enhancement in higher-order thinking skills. From the perspective of Constructive Alignment Theory, the development of such competencies depends on the alignment of learning objectives, teaching strategies, and assessment methods. Studies suggest that integrating problem-based learning, scenario analysis, and decision-making exercises can significantly enhance critical thinking and problem-solving skills among students (Aquino, 2022; Navarro, 2024; Santiago et al., 2023). These approaches encourage deeper understanding and improve the ability to respond effectively to complex situations.

Overall, the findings indicate that the BS Criminology program has achieved a very high level of attainment of its Program Outcomes, demonstrating its effectiveness in producing competent and work-ready graduates. However, the slight variation in the level of attainment across constructs highlights the need for continuous improvement, particularly in strengthening critical thinking and decision-making skills. Enhancing instructional strategies that promote analytical reasoning and real-world problem-solving can further improve graduate preparedness. These results imply that while the program is highly effective, sustained curriculum enhancement is essential to ensure that graduates remain responsive to the evolving demands of the criminal justice profession.

Table 1 Perceived Level of Attainment of the Program Outcomes (POs) in Relation to the Current Job Roles of BS Criminology Graduates

Constructs	M	SD	Remarks
Knowledge Mastery	3.54	0.44	Very High
Skills Application	3.53	0.44	Very High
Critical Thinking and Problem Solving	3.52	0.52	Very High
Professional Competence	3.62	0.46	Very High
Overall Extent of Integration	3.55	0.46	Very High

Note: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Perceived Level of Attainment of the Program Educational Objectives (PEOs) in Relation to the Current Job Roles of BS Criminology Graduates

Table 2 presents the respondents’ evaluation of the perceived level of attainment of the Program Educational Objectives (PEOs) of the BS Criminology program in relation to their current job roles. The results in Table 2 indicate a very high level of attainment of the Program Educational Objectives (PEOs), with an overall mean of 3.55. This suggests that the long-term competencies expected from the BS Criminology program are evident in the graduates’ current job roles. The findings imply that the program has successfully developed professionals who are capable of applying learned competencies in real-world work environments.

This high level of attainment reflects the effectiveness of the program in preparing graduates not only for immediate employment but also for sustained professional growth. It indicates that the competencies emphasized in the curriculum are relevant to workplace demands and are being practiced by graduates in their respective fields. This supports the Human Capital Theory, which explains that education enhances an individual’s capabilities, resulting in improved performance and productivity. Supporting studies affirm that outcome-based education contributes to the development of competencies necessary for workplace effectiveness and long-term career success (Santos & De Guzman, 2023; Ramirez, 2022).

Among the constructs, Ethical and Responsible Citizenship obtained the highest mean, indicating that graduates consistently demonstrate integrity, accountability, and professionalism in their current roles. This suggests that the program has been effective in instilling strong ethical values that guide graduates in their professional conduct. In the field of criminology, where decisions directly affect public safety and justice, ethical behavior is a critical competency. The findings align with the principles of Outcome-Based Education, which emphasize the importance of measurable learning outcomes, including values formation and ethical responsibility. Studies have shown that ethics-oriented instruction strengthens moral reasoning and promotes responsible decision-making in professional settings (Cruz, 2023; Mendoza & Torres, 2022).

On the other hand, Career and Professional Advancement also yielded a very high rating, indicating that graduates are capable of managing their career development and adapting to workplace demands. This reflects the program’s effectiveness in equipping students with competencies necessary for employability and lifelong learning. Graduates appear to possess the confidence and ability to pursue career growth and respond to professional challenges. Research supports that competency-based education enhances employability and supports continuous professional development among graduates (Reyes & Martinez, 2022; Bautista & Flores, 2022). This demonstrates that the program not only prepares students for entry-level roles but also for long-term career progression.

Meanwhile, Leadership and Management Capabilities, although still rated very high, obtained the lowest mean among the constructs. This indicates that while graduates demonstrate leadership skills, there is still a need to further strengthen these competencies to meet the increasing demands of supervisory and managerial roles. Leadership development often requires continuous exposure and practical experience, which may not be fully developed at the early stages of employment. Anchored on the Constructive Alignment Theory, the development of leadership skills depends on how well learning outcomes, teaching strategies, and assessment methods are aligned. Studies suggest that experiential learning strategies such as leadership training, simulations, and field exposure significantly enhance leadership and management competencies (Garcia et al., 2023; Aquino, 2022).

Overall, the findings indicate that the BS Criminology program has achieved a very high level of attainment of its Program Educational Objectives, demonstrating strong alignment between academic preparation and workplace expectations. The results show that graduates are not only competent but also capable of applying ethical principles, advancing in their careers, and performing effectively in professional settings. However, the slight variation in leadership competencies suggests the need for continuous enhancement of leadership training and opportunities for practical application. Strengthening these areas through targeted instructional strategies and experiential learning activities can further ensure that graduates are fully prepared to assume higher-level responsibilities in the future.

Table 2 Perceived Level of Attainment of the Program Educational Objectives (PEOs) in Relation to the Current Job Roles of BS Criminology Graduates

Constructs	M	SD	Remarks
Career and Professional Advancement	3.52	0.45	Very High
Ethical and Responsible Citizenship	3.63	0.33	Very High
Leadership and Management Capabilities	3.51	0.46	Very High
Overall Extent of Integration	3.55	0.41	Very High

Note: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Job Performance of the Graduates

The data in Table 3 reveal that graduates have a very satisfactory level of job performance, with an overall mean of 3.59. This indicates that the respondents perceive themselves as capable of performing their duties effectively and meeting the expectations of their respective organizations. The findings suggest that the competencies acquired during their academic training are evident in their actual work performance.

This level of performance reflects the graduates' ability to translate their knowledge and skills into practical workplace outputs. The consistently high ratings across all indicators imply that graduates possess the necessary competencies to function efficiently and professionally in their roles. This supports the Human Capital Theory, which explains that education enhances an individual's productivity and performance in the workplace. Studies have also shown that graduates who develop strong competencies during their academic preparation tend to perform better and adapt more effectively to professional demands (Santos & De Guzman, 2023; Reyes, 2023).

Among the indicators, Work Quality obtained the highest rating, indicating that graduates are able to produce outputs that meet organizational standards and expectations. This suggests that they demonstrate accuracy, attention to detail, and professionalism in their tasks. High work quality reflects the effectiveness of the program in developing discipline and competence among students. It also indicates that graduates are capable of maintaining standards required in criminology-related professions, where precision and reliability are essential. Supporting studies emphasize that competency-based training and practical exposure contribute significantly to the development of high-quality work performance (Garcia et al., 2023; Bautista & Flores, 2022).

In addition, Task Performance Effectiveness also received a very satisfactory rating, indicating that graduates are able to carry out assigned responsibilities with consistency and competence. This shows that they can perform tasks in accordance with job requirements and organizational expectations. The findings highlight that the program has successfully prepared graduates to handle job responsibilities efficiently. Anchored on the principles of Outcome-Based Education, the results suggest that clearly defined learning outcomes and performance-based assessments contribute to the development of job-ready graduates. Literature supports that applied learning strategies, such as simulations and field exposure, enhance task performance and professional competence (Domingo, 2024; Garcia et al., 2023).

Meanwhile, Efficiency and Productivity, although still rated very satisfactory, obtained a slightly lower mean compared to Work Quality. This suggests that while graduates are able to produce quality outputs, there is still room for improvement in managing time, prioritizing tasks, and optimizing workflow. Efficiency is often developed through continuous exposure to real work environments and time-bound responsibilities. From the perspective of Constructive Alignment Theory, productivity-related skills are strengthened when learning activities reflect actual workplace conditions. Studies indicate that task simulations, workload management training, and real-world exposure improve efficiency and productivity among graduates (Navarro, 2024; Santiago et al., 2023).

Overall, the findings indicate that BS Criminology graduates demonstrate a very satisfactory level of job performance, confirming the effectiveness of the program in producing competent and work-ready professionals. The results show that graduates are able to maintain quality outputs, perform tasks effectively, and meet professional standards. However, the slight variation in efficiency and productivity suggests the need for continuous improvement, particularly in time management and workflow optimization. Enhancing these skills through practical training, simulations, and real-life task exposure can further strengthen graduates' overall performance and ensure their readiness to meet the demands of dynamic criminology and public safety environments.

Table 3 Job Performance of the Graduates

Constructs	M	SD	Remarks
Task Performance Effectiveness	3.57	0.51	Very Satisfactory
Work Quality	3.62	0.48	Very Satisfactory
Efficiency and Productivity	3.59	0.49	Very Satisfactory
Overall Extent of Integration	3.59	0.49	Very Satisfactory

Note: 3.25-4.0 (Very Satisfactory); 2.50-3.23 (Satisfactory); 1.75-2.49 (Fair); 1.00-1.74 (Poor)

Relationship Between the Perceived Attainment of the Program Outcomes (POs) and the Job Performance of the Graduates

The results in Table 4 show a statistically significant and strong positive relationship between the perceived attainment of Program Outcomes (POs) and the job performance of the graduates. The computed Spearman correlation coefficients range from 0.599 to 0.821, indicating moderate to very strong relationships across all variables, while all p-values are less than .001, confirming statistical significance. These findings led to the rejection of the null hypothesis, suggesting that higher levels of attainment of program outcomes are associated with better job performance among graduates.

This relationship indicates that the competencies developed during academic training are directly reflected in workplace performance. Graduates who perceive themselves as having effectively attained the program outcomes tend to demonstrate higher levels of effectiveness, efficiency, and quality in their work. This supports the Human Capital Theory, which explains that education enhances knowledge and skills that contribute to improved productivity and job performance. Empirical studies further confirm that competency attainment is a key predictor of workplace effectiveness and professional success (Santos & De Guzman, 2023; Reyes, 2023).

Among the dimensions of Program Outcomes, Skills Application exhibited the strongest relationships with all job performance indicators, particularly with Efficiency and Productivity. This suggests that the ability to apply learned knowledge in practical situations is a critical factor in achieving high performance. Graduates who are proficient in translating theory into practice are more likely to perform tasks efficiently and produce quality outputs. This finding highlights the importance of experiential learning and hands-on training in enhancing workplace readiness. Studies support that applied learning approaches, such as simulations and field exposure, significantly improve performance outcomes (Garcia et al., 2023; Bautista & Flores, 2022).

Similarly, Professional Competence demonstrated consistently strong relationships with job performance, especially in terms of Work Quality. This indicates that graduates who possess strong professional knowledge, skills, and ethical behavior tend to meet and even exceed organizational standards. Professional competence is essential in criminology, where accuracy, accountability, and adherence to procedures are critical. The results imply that the program effectively develops competencies that are directly relevant to professional practice. In addition, Knowledge Mastery showed strong positive correlations with all job performance indicators, suggesting that a solid foundation of theoretical knowledge contributes to efficient and effective job execution. Graduates who have a deeper understanding of criminological concepts and principles are better equipped to perform their duties accurately and confidently. This emphasizes the importance of strengthening both theoretical and applied aspects of learning within the curriculum.

On the other hand, Critical Thinking and Problem Solving, although significantly related to job performance, showed relatively lower correlations compared to the other constructs. This suggests that while graduates possess analytical and decision-making skills, there is still room for improvement in maximizing their impact on performance outcomes. From the perspective of Outcome-Based Education, learning outcomes should translate into measurable performance in real-world settings. The findings imply that while critical thinking is developed, it may require more intensive and structured learning strategies to fully enhance its application in complex situations. Anchored on the Constructive Alignment Theory, the results indicate that the alignment between intended learning outcomes, teaching methods, and assessment strategies plays a crucial role in developing competencies that directly influence job performance. The strong relationships observed suggest that the program’s instructional design effectively supports both knowledge acquisition and its practical application. However, the relatively lower correlation in critical thinking suggests that further alignment in teaching strategies may be needed to strengthen higher-order cognitive skills.

Overall, the findings confirm that the attainment of Program Outcomes significantly influences the job performance of BS Criminology graduates. The results demonstrate that the program effectively prepares students to meet workplace demands through the development of relevant competencies. However, continuous improvement is necessary, particularly in enhancing critical thinking and problem-solving skills. Strengthening instructional approaches such as case analysis, scenario-based learning, and decision-making exercises can further improve graduates’ ability to handle complex and dynamic situations. These enhancements will ensure that graduates are not only competent but also capable of adapting to the evolving challenges in criminology and public safety professions.

Table 4 Relationship Between the Perceived Attainment of the Program Outcomes and Job Performance of the Graduates

Variables		Task Performance Effectiveness	Work Quality	Efficiency and Productivity
Knowledge Mastery	r _s	0.637	0.650	0.684
	p	< .001	< .001	< .001
Skills Application	r _s	0.779	0.710	0.821
	p	< .001	< .001	< .001
Critical Thinking and Problem Solving	r _s	0.689	0.599	0.656
	p	< .001	< .001	< .001
Professional Competence	r _s	0.728	0.771	0.711
	p	< .001	< .001	< .001

Notes: Ho: between the perceived attainment of the Program Outcomes (POs) and the job performance of the graduates

***p<0.01 (Very Highly Significant); **p<0.01 (Highly Significant); *p<0.05 (Significant)

Relationship between the Perceived Attainment of the Program Educational Objectives and Job Performance of the Graduates

The results in Table 5 indicate a statistically significant and strong positive relationship between the perceived attainment of Program Educational Objectives (PEOs) and the job performance of BS Criminology graduates. The correlation coefficients range from 0.564 to 0.764, reflecting moderate to strong relationships, while all p-values are less than .001, confirming statistical significance. These findings led to the rejection of the null hypothesis, indicating that higher levels of PEO attainment are associated with better job performance. This suggests that the long-term competencies developed by the program are evident in the graduates' actual workplace performance.

This relationship implies that the program does not only prepare students academically but also equips them with competencies that are sustained and applied in their professional roles. Graduates who perceive themselves as having achieved the program's objectives tend to perform more effectively in terms of task execution, work quality, and productivity. This supports the Human Capital Theory, which emphasizes that education enhances an individual's knowledge, skills, and attitudes, leading to improved workplace performance. The findings indicate that investments in education, particularly in developing long-term competencies, contribute significantly to professional effectiveness.

Among the constructs, Leadership and Management Capabilities demonstrated the strongest relationships with job performance, particularly with Task Performance Effectiveness and Efficiency and Productivity. This indicates that graduates who possess strong leadership and management skills are more capable of executing tasks efficiently, maintaining productivity, and ensuring quality outputs. Leadership competencies are essential in criminology-related professions, where coordination, supervision, and decision-making are required. The findings highlight that leadership development plays a crucial role in enhancing workplace performance and effectiveness.

Similarly, Career and Professional Advancement showed strong relationships with job performance, particularly with Task Performance Effectiveness. This suggests that graduates who are motivated toward career growth and professional development tend to demonstrate higher levels of performance in their roles. It reflects the program's effectiveness in preparing graduates for long-term career success and adaptability in the workplace. Graduates who are career-oriented are more likely to take initiative, improve their competencies, and respond effectively to professional challenges.

On the other hand, Ethical and Responsible Citizenship, although still significantly related to job performance, obtained relatively lower correlations compared to the other constructs. This indicates that while ethical values strongly guide professional behavior, their direct influence on measurable performance indicators such as productivity may be less pronounced. However, ethical competence remains essential in criminology practice, as it ensures integrity, accountability, and responsible decision-making. The findings emphasize that ethical behavior serves as a foundation for professional conduct, even if its impact on performance is more indirect.

Anchored on the Outcome-Based Education, the results suggest that clearly defined educational objectives are effectively translated into measurable workplace performance. The strong relationships observed indicate that the program successfully aligns its objectives with real-world demands. Furthermore, from the perspective of Constructive Alignment Theory, the alignment of learning outcomes, instructional strategies, and assessment methods contributes to the development of competencies that are directly applicable in professional settings. This alignment ensures that graduates are not only knowledgeable but also capable of performing effectively in their roles.

Overall, the findings confirm that the attainment of Program Educational Objectives significantly influences the job performance of BS Criminology graduates. The results demonstrate that leadership, career development, and ethical competencies contribute to workplace effectiveness. However, the relatively lower correlation in ethical

citizenship suggests the need to further strengthen the integration of ethical decision-making with performance-related skills. Enhancing instructional strategies such as leadership training, career development programs, and ethics-based scenario activities can further improve graduates' readiness and effectiveness in the workplace. These improvements will ensure that graduates are fully equipped to meet the demands of criminology and public safety professions.

Table 5 Relationship between the Perceived Attainment of the Program Outcomes and Job Performance of the Graduates

Variables		Task Performance Effectiveness	Work Quality	Efficiency and Productivity
Career Professional Advancement	r _s	0.709	0.581	0.683
	p	< .001	< .001	< .001
Ethical and Responsible Citizenship	r _s	0.667	0.596	0.564
	p	< .001	< .001	< .001
Leadership and Management Capabilities	r _s	0.764	0.649	0.729
	p	< .001	< .001	< .001

Notes: Ho: between the perceived attainment of the Program Educational Outcomes (PEOs) and the job performance of the graduates

***p<0.01 (Very Highly Significant); **p<0.01 (Highly Significant); *p<0.05 (Significant)

Predictors of Job Performance of the Graduates

The regression analysis presented in Table 6 shows that the Program Educational Objectives (PEOs) significantly predict the job performance of BS Criminology graduates. The overall model is statistically significant, with an F-value of 67.6 and a p-value of less than .001, indicating that the predictors collectively have a strong effect on job performance. The model explains 74% of the variance in job performance (R² = 0.740), which suggests a high level of explanatory power. This implies that the competencies developed under the PEO framework are strong determinants of how graduates perform in their respective workplaces.

This finding indicates that the educational preparation provided by the program is not only relevant but also highly influential in shaping actual job performance. Graduates who have attained higher levels of competencies under the PEOs tend to perform better in real-world criminology roles. This supports the Human Capital Theory, which emphasizes that investment in education increases individuals' productivity through the development of skills, knowledge, and competencies applied in the workplace. The result confirms that education serves as a direct contributor to professional effectiveness. Among the predictors, Skills Application emerged as the strongest positive predictor of job performance ($\beta = 0.466, p < .001$). This indicates that the ability of graduates to apply learned knowledge in practical situations is the most critical factor in determining workplace performance. Graduates who can effectively translate theories into action tend to perform tasks more efficiently and produce better quality outputs. This highlights the importance of experiential and practice-based learning in criminology education.

This is followed by Professional Competence ($\beta = 0.448, p < .001$), which also shows a strong positive influence on job performance. This suggests that graduates who possess strong technical knowledge, professional

behavior, and discipline are more capable of meeting workplace expectations. Professional competence is particularly essential in criminology, where accuracy, accountability, and ethical conduct are critical in performing duties effectively. Similarly, Leadership and Management Capabilities ($\beta = 0.351, p = 0.006$) significantly predict job performance. This indicates that graduates with stronger leadership skills are more effective in organizing tasks, making decisions, and coordinating work responsibilities. Leadership capability enhances efficiency and supports better performance in structured and operational environments commonly found in criminology-related professions.

In contrast, Career and Professional Advancement showed a significant but negative relationship with job performance ($\beta = -0.308, p = 0.017$). This suggests that while career orientation is important, it does not necessarily translate into improved job performance when other competencies are already accounted for. It may also indicate that graduates who focus more on career progression may not always prioritize immediate task performance or technical execution. This finding implies that career development alone is insufficient unless supported by strong applied skills, professional competence, and leadership abilities.

From a theoretical standpoint, the results strongly support the Outcome-Based Education, which emphasizes that clearly defined learning outcomes should lead to measurable performance in real-world settings. The strong predictive power of the model indicates that the BS Criminology program effectively develops job-relevant competencies. Likewise, the Constructive Alignment Theory explains that when learning outcomes, teaching strategies, and assessments are properly aligned, graduates are more likely to demonstrate workplace readiness and effectiveness. The findings confirm that the program is generally well-aligned with professional demands.

Supporting literature further indicates that competency-based education and experiential learning significantly improve job performance, especially in criminology and law enforcement fields (Santos & Reyes, 2023; Garcia et al., 2024). However, the negative coefficient for career advancement highlights a potential gap in integrating career planning with practical skill development. Studies suggest that career development becomes more effective when combined with hands-on training, simulations, and real-world exposure (OECD, 2023; Navarro & Cruz, 2024).

Overall, the findings imply that the PEO framework is a strong predictor of job performance among BS Criminology graduates, with skills application and professional competence serving as the most influential factors. However, the negative effect of career advancement suggests the need to strengthen the integration of career development with applied competencies. Enhancing experiential learning, leadership training, and practical exposure can further improve graduate performance. Ultimately, the results confirm that the PEO framework plays a vital role in producing competent, skilled, and work-ready criminology professionals.

Table 6 Predictors of Job Performance of the Graduates

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	0.177	0.2132	0.832	0.048
Skills Application	0.466	0.1001	4.658	< .001
Professional Competence	0.448	0.0792	5.653	< .001
Career Professional Advancement	-0.308	0.1271	-2.422	0.017
Leadership and Management Capabilities	0.351	0.1258	2.788	0.006

r2	0.740				
F value	67.6				
p-value	<.001				
kills Application) +(.448* Professional Competence)-(.308* Career Professional and Management Capabilities					

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

Summary

This study was conducted to determine the level of Program Educational Objectives (PEOs), Program Outcomes (POs), and job performance of BS Criminology graduates in relation to their professional competencies and workplace effectiveness. Specifically, the study sought to answer the following questions: (1) What is the perceived level of attainment of the Program Educational Objectives (PEOs) in terms of Career and Professional Advancement, Ethical and Responsible Citizenship, and Leadership and Management Capabilities? (2) What is the perceived level of attainment of the Program Outcomes (POs) in terms of Knowledge Mastery, Skills Application, Critical Thinking and Problem Solving, and Professional Competence? (3) What is the level of job performance of BS Criminology graduates in terms of Task Performance Effectiveness, Work Quality, and Efficiency and Productivity? (4) Is there a significant relationship between Program Outcomes and job performance? (5) Is there a significant relationship between Program Educational Objectives and job performance? (6) What were the predictors of job performance among BS Criminology graduates?

The study utilized a quantitative research approach with a descriptive–correlational design. A total of 100 respondents were selected through stratified sampling. Data were gathered using researcher-made questionnaires on PEOs, POs, and job performance. The data were analyzed using mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and regression analysis.

FINDINGS

The following were the findings of the study:

1. The Program Educational Objectives (PEOs) of the BS Criminology program were perceived by graduates as very highly attained, particularly in ethical and responsible citizenship, career and professional advancement, and leadership and management capabilities.
2. The Program Outcomes (POs) were also perceived as very highly attained, indicating strong development of knowledge mastery, skills application, critical thinking and problem-solving, and professional competence among graduates.
3. Graduates reported a very high level of job performance, reflected in strong work quality, task performance effectiveness, and efficiency and productivity.
4. There is a significant and strong relationship between Program Outcomes and job performance, indicating that higher attainment of competencies is associated with better workplace performance.

5. There is also a significant and strong relationship between Program Educational Objectives and job performance, showing that long-term competencies such as ethics, leadership, and career development are linked to workplace effectiveness.

6. Regression analysis revealed that skills application, professional competence, and leadership and management capabilities significantly predict job performance, while career and professional advancement showed a significant but negative influence when other variables are considered.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The BS Criminology program effectively attains its Program Educational Objectives, as graduates demonstrate very high levels of ethical responsibility, professional advancement, and leadership capabilities in their current job roles.

2. The Program Outcomes are fully achieved at a very high level, indicating that graduates possess strong knowledge, skills, and professional competencies required in criminology-related work.

3. Graduates exhibit very high job performance, confirming that competencies gained from the program are applied effectively in real workplace settings.

4. Program Outcomes significantly influence job performance, with skills application and professional competence serving as key contributors to workplace effectiveness.

5. Program Educational Objectives significantly influence job performance, particularly leadership and management capabilities, which are strongly associated with task effectiveness and productivity.

6. The BS Criminology curriculum is effective in producing competent and work-ready graduates; however, differences in predictive strength indicate the need to further strengthen specific competencies such as career alignment and integrated skill application.

RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

1. The BS Criminology program strengthens skills application training through expanded simulation-based activities, field exercises, and practical laboratory work to further enhance workplace readiness.

2. The program enhances leadership and management development by integrating structured leadership training programs, including role-playing, command simulations, and supervisory decision-making exercises.

3. The curriculum reinforces professional competence development through competency-based assessments aligned with actual criminology job tasks and workplace standards.

4. Career and professional advancement components integrate more closely with practical skill application, ensuring alignment between career development and actual job performance requirements.

5. Continuous curriculum evaluation maintains alignment among Program Educational Objectives, Program Outcomes, and industry needs, particularly in criminology and law enforcement practice.

6. Partnerships with law enforcement agencies and related institutions strengthen field exposure, internship opportunities, and experiential learning for students and graduates.

7. Faculty development programs enhance instructional delivery through competency-based, experiential, and technology-integrated teaching strategies.

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DEDICATION

This work is dedicated with all my heart to those who have walked with me on this journey:

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May it inspire others to continue striving for their dreams with courage and hope.

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APPENDIX A

PROGRAM EDUCATIONAL OBJECTIVES QUESTIONNAIRE

Instructions: This questionnaire is designed to assess the perceived attainment of the Program Educational Objectives (PEOs) of the Bachelor of Science in Criminology program. Please read each statement carefully and put a check mark (✓) in the box that best reflects your experience as a Criminology graduate. Kindly use the rating scale provided below.

Scale	Continuum	Description
4	3.25 – 4.00	Very High (VH)
3	2.50- 3.24	H (H)
2	1.75 -2.49	Low (L)
1	1.00 -1.74	Very Low (VL)

A. Career and Professionalism Advancement	4	3	2	1
The program prepared me to assume leadership roles in my workplace.				
I can make sound decisions in complex, real-world criminology settings.				
I can manage teams or units to achieve operational targets.				
I am able to apply criminological theories and practices in real-life criminal justice scenarios.				
I was prepared to engage in lifelong learning and research in criminal justice and public safety				
The program trained me to work effectively in multi-disciplinary teams and diverse environments.				
Leadership and Managerial Capabilities	4	3	2	1
The program enhanced my ability to lead a team in law enforcement or public safety settings.				
I developed skills in planning, organizing, and supervising tasks and operations.				
I was trained to make sound decisions during high-pressure or crisis situations.				
The program strengthened my skills in conflict resolution and negotiation.				
I gained knowledge in resource management (e.g., manpower, logistics) applicable to my field.				



I was prepared to take initiative and be accountable in my responsibilities.				
. Ethical and Responsible Citizenship	4	3	2	1
The program emphasized the importance of honesty and integrity in all aspects of criminological work.				
I was taught to uphold confidentiality and respect for human rights in my professional duties.				
I learned to demonstrate professional conduct and discipline in law enforcement and community service.				
The curriculum instilled in me the importance of accountability in performing job responsibilities.				
The program helped me recognize and avoid conflicts of interest and unethical behavior.				
I was trained to apply ethical principles in decision-making during field operations.				

APPENDIX B

PROGRAM OUTCOME QUESTIONNAIRE

Instructions: This questionnaire is designed to assess the perceived attainment of the Program Outcomes (POs) of the Bachelor of Science in Criminology program. Please read each statement carefully and put a check mark (✓) in the box that best reflects your experience as a Criminology graduate. Use the rating scale provided below.

Scale	Continuum	Description
4	3.25 – 4.00	Very High (VH)
3	2.50- 3.24	H (H)
2	1.75 -2.49	Low (L)
1	1.00 -1.74	Very Low (VL)

A. Knowledge Mastery	4	3	2	1
1. The program provided me with a strong foundation in criminological theories and concepts.				
2. I can recall and apply relevant legal and criminology knowledge in professional practice.				
3. The curriculum enhanced my understanding of laws, policies, and procedures related to criminal justice.				
B. Skills Application	4	3	2	1
1. I am able to apply criminology techniques in real-life work situations.				
2. I can perform tasks related to investigation, crime prevention, and law enforcement effectively.				
3. I have developed practical skills necessary for professional success in criminal justice.				
C. Critical Thinking and Problem Solving	4	3	2	1
1. The program trained me to analyze complex situations and make sound decisions.				
2. I can evaluate evidence and information critically to solve problems in the field.				
3. I can identify potential risks, challenges, or ethical dilemmas and respond appropriately.				
D. Professional Competence	4	3	2	1



1. I demonstrate professionalism in my conduct, communication, and responsibilities.				
2. I act ethically and responsibly in all work-related situations.				
3. I am confident in performing duties required of a Criminology graduate in the workplace.				

APPENDIX C

JOB PERFORMANCE QUESTIONNAIRE

Instructions: This questionnaire is designed to assess your job performance as a Criminology graduate. Please read each statement carefully and put a check mark (✓) in the box that best reflects your own assessment. Use the rating scale provided below.

Scale	Continuum	Description
4	3.25 – 4.00	Very satisfactory (VS)
3	2.50 - 3.24	Satisfactory (S)
2	1.75 -2.49	Fair (F)
1	1.00 -1.74	Poor (P)

A. Task Performance Effectiveness	4	3	2	1
I complete assigned tasks within the expected time.				
I perform my duties according to established procedures.				
I accomplish tasks with minimal supervision.				
I can adapt to new tasks and responsibilities effectively.				
I maintain accuracy and consistency in my work outputs.				
B. Work Quality	4	3	2	1
I ensure that my outputs meet or exceed quality standards.				
I double-check my work to avoid errors.				
I produce outputs that are complete, organized, and reliable.				
I apply attention to detail in all aspects of my job.				
I continuously improve the quality of my work through feedback.				
C. Efficiency and Productivity	4	3	2	1
1. I accomplish work tasks within or ahead of deadlines.				
2. I manage time and resources efficiently.				
3. I can handle multiple tasks without compromising performance.				



4. I maintain a productive work pace throughout the day.				
5. I contribute positively to my team's overall productivity.				



