

## **The Importance of Feedback and Satisfaction of Stakeholders and Alumni of the Political Science Department of the Faculty of Social Sciences and Politics at UNTL**

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### **Abstract**

The evaluation of higher education quality increasingly emphasizes the involvement of key stakeholders, particularly alumni and employers, as primary users of academic outputs. This study examines alumni satisfaction and stakeholder feedback regarding the relevance, quality, and sustainability of the Political Science Department at the Faculty of Social and Political Sciences, National University of Timor-Lorosa'e (UNTL). The research aims to strengthen institutional evaluation practices and provide empirical input for strategic academic development. A qualitative descriptive approach was employed using semi-structured interviews with alumni and stakeholders across five municipalities: Aileu, Baucau, Ermera, Manatuto, and Liquiça. A total of 27 alumni and 21 employers participated in the study. The findings reveal that the majority of alumni (93%) are employed in the public sector, indicating strong alignment between the curriculum and public service needs. Most alumni reported that the training significantly contributed to their professional performance, particularly in critical thinking, leadership, and communication skills. Employers generally evaluated graduates positively, highlighting their adaptability, discipline, compliance with institutional regulations, and managerial competence. However, several challenges were identified, including limited language proficiency, especially in Portuguese and English, and constraints related to infrastructure and learning resources. The study concludes that the Political Science program at UNTL plays a crucial role in preparing competent human resources for state institutions. Recommendations include improving academic infrastructure, strengthening language training, expanding research and internship opportunities, and offering continuous professional development programs to enhance graduate competitiveness in both public and private sectors.

**Keywords:** political science course, political science alumni, entrepreneurs, aileu municipality, baucau, ermera.

### **INTRODUCTION**

Quality assurance in higher education has become a central concern in academic governance, particularly in ensuring that academic programs remain relevant to societal and labor market needs (Haddade et al., 2024; Javed & Alenezi, 2023; Seyfried & Pohlenz, 2018; Yingqiang & Yongjian, 2016). Universities are increasingly required to evaluate their educational outcomes not only internally but also through feedback from external stakeholders, especially alumni and employers, who directly experience the practical value of academic training (Connolly et al., 2023; Julin Nyquist & Ahonen-Jonnarth, 2022; Ulewicz, 2017; Weiss et al., 2021).

Alumni and employers play a strategic role in assessing the effectiveness of higher education programs, as they provide insights into the applicability of academic competencies in real professional contexts (Hussain et al., 2025; Mutawa & Arami, 2022; Pham et al., 2024; Ulewicz, 2017). Alumni reflect on the relevance of the curriculum to their career development, while employers assess graduates' performance, adaptability, and professional ethics within organizational settings.

In the context of Timor-Leste, the role of higher education is particularly critical in supporting state-building and public sector development. *The importance of feedback and satisfaction from stakeholders and alumni of the Department of Political Science of the Faculty of Social Sciences and Politics of UNTL* underscores this need at the Department of Political Science, Faculty of Social and Political Sciences, National University of Timor-Lorosa'e (UNTL), which is expected to contribute significantly to preparing human resources capable of supporting governance, public administration, and civic engagement. Despite its strategic importance, systematic evaluation involving alumni and stakeholders remains limited (Calitz et al., 2024; Costa et al., 2026; Zati et al., 2022). This creates a gap between academic planning and labor market realities. Without empirical feedback from graduates and employers, academic programs risk becoming disconnected from institutional and societal needs.

This study responds to the need for a participatory evaluation mechanism that directly involves alumni and stakeholders in assessing the relevance, function, and sustainability of the Political Science program at UNTL. Such an approach is essential for strengthening institutional accountability and continuous quality improvement. By collecting qualitative feedback from alumni working in various municipalities and employers from public and private institutions, this research seeks to identify strengths, limitations, and areas for improvement within the Political Science curriculum and learning process.

The urgency of this research lies in its potential to inform strategic academic decisions, including curriculum development, teaching quality enhancement, and infrastructure improvement. It also contributes to reinforcing the institutional evaluation culture within UNTL. Ultimately, this study aims to provide evidence-based recommendations to support the long-term development of the Political Science Department, ensuring that it continues to produce graduates who are competent, ethical, and responsive to the evolving needs of Timor-Leste's public and private sectors.

## **METHOD**

This study used a descriptive qualitative approach as proposed by Moleong (2017), with data collection techniques in the form of semi-structured interviews to objective sampling. The research was carried out in five districts/cities, namely Aileu, Baucau, Ermera, Manatuto, and Liquiça, with participants consisting of alumni of the Political Science Study Program who work in the region as well as stakeholders or employers who have employed or interacted directly with graduates. The research instrument is in the form of semi-structured interview guidelines with open-ended questions that explore respondents' experiences, perceptions, and suggestions related to the quality and relevance of education. This research was carried out by five research lecturers from the Department of Political Science, Faculty of Social and Political Sciences, National University of Timor-Lorosa'e (UNTL), with a data collection duration of three days in each district/city, so that the total fieldwork time reached 15 days.

## **RESULTS AND DISCUSSION**

### **Alumni perception of the quality of training received**

#### **Personal and Professional Data**

According to data collected in the Timor Leste region, 27 alumni of the Department of Political Science, Faculty of Social and Political Sciences UNTL were identified. The researchers were able to interview twenty-seven former students of the Department of Political Science of the Faculty of Social and Political Sciences.

Most of the 27 former students work in the public sector with a total of 26 or 96% of respondents, only 1 or 4% of respondents work in Non-Governmental Organizations (NGOs). Despite this, previously Mr. João Tilman do Rêgo served as President of the Authority in the

Municipality of Aileu. This means that the training received in the Political Science course contributes significantly to his professional performance.

**Course Evaluation**

**Table 1. Evaluation of training received**

No.	Nome	Research Questions			
		<i>Does the training you receive contribute to your professional performance?</i>			
		Muito	Medium	Pouco	Nothing
1	Augusto Amaral	Very much	-	-	-
2	João Tilman do Rego	Very much	-	-	-
3	Matias Soares	Very much	-	-	-
4	Francisco Pires	Very much	-	-	-
5	Henrique dos Santos	Very much	-	-	-
6	Francisco Jacinto Ximenes	Very much	-	-	-
7	Filomeno R. d. Penjara	Very much	-	-	-
8	Faustino Manuel L.da Cruz	Very much	-	-	-
9	Manuela do R. de C. Soares	Very much	-	-	-
10	Egas Afonso by L. Carvalho	Very much	-	-	-
11	Julio Soares Madeira	Very much	-	-	-
12	Joanico da Silva Barreto	Very much	-	-	-
13	Carlos Alberto Martins Babo	Very much	-	-	-
14	Celestiano Xavier	Very much	-	-	-
15	Deonísio Usna'at	Very much	-	-	-
16	Fátima Lourdes Alves	-	Medium	-	-
17	José Soares	Very much	-	-	-
18	Joanzinho Ribeiro	Very much	-	-	-
19	Luduvina Fontes Leite	-	-	Little	-
20	Loureça da C. Sarmento	Very much	-	-	-
21	Carlito Ribeiro dos Santos	Very much	-	-	-
22	Afonso Fernandes	Very much	-	-	-
23	Dátia Ester V. Freitas	Very much	-	-	-
24	Julieta Ramos da Costa	Very much	-	-	-
25	Octaviana do R. C. Moniz	Very much	-	-	-
26	Rigoberto da Silva Freitas	Very much	-	-	-
27	Zaulina D. Bptista Gama	Very much	-	-	-
No.	Name	<b>The skills gained in the course are?</b>			
		Suitable	Partially adequate	Not very suitable	Exit the step
1	Augusto Amaral	Suitable	-	-	-
2	João Tilman do Rego	Suitable	-	-	-
3	Matias Soares	Suitable	-	-	-
4	Francisco Pires	Suitable	-	-	-
5	Henrique dos Santos	Suitable	-	-	-
6	Francisco Jacinto Ximenes	-	Partially adequate	-	-
7	Filomeno R. d. Penjara	Suitable	-	-	-
8	Faustino Manuel L.da Cruz	Suitable	-	-	-
9	Manuela do R. de C. Soares	Suitable	-	-	-

No.	Nome	Research Questions			
		<i>Does the training you receive contribute to your professional performance?</i>			
		Muito	Medium	Pouco	Nothing
10	Egas Afonso by L. Carvalho	Suitable	-	-	-
11	Julio Soares Madeira	Suitable	-	-	-
12	Joanico da Silva Barreto	Suitable	-	-	-
13	Carlos Alberto M. Babo	Suitable	-	-	-
14	Celestiano Xavier	Suitable	-	-	-
15	Deonísio Usna'at	Suitable	-	-	-
16	Fátima Lourdes Alves	Suitable	-	-	-
17	José Soares	Suitable	-	-	-
18	Joanzinho Ribeiro	-	-	-	Inadequate
19	Luduvina Fontes Leite	-	-	Not very suitable	-
20	Loureça da C. Sarmento	Suitable	-	-	-
21	Carlito Ribeiro dos Santos	Suitable	-	-	-
22	Afonso Fernandes	Suitable	-	-	-
23	Dátia Ester V. Freitas	Suitable	-	-	-
24	Julieta Ramos da Costa	Suitable	-	-	-
25	Octaviana do R. C. Moniz	Suitable	-	-	-
26	Rigoberto da Silva Freitas	Suitable	-	-	-
27	Zaulina D. Bptista Gama	Suitable	-	-	-

Source: Compiled by a research team from the Department of Political Science, 2025.

Responding to a question about whether the training received had contributed to their professional performance as teachers, 25 or 93% of the 27 interviewees answered heavily in the first category, only 1 or 3% of the interviewees answered in the Mederadodo and Little categories.

Answering the question in table 2, is:

The data shows us that most of the 27 former students answered in the first category Very adequate with 24 or 89% of respondents. In the second, third and fourth categories, 3 or 11% of the interviewees marked the categories of Adequate, Partially Adequate and Inadequate. This means that the training received in the Political Science course has contributed a lot to his professional performance.

Regarding the evaluation of aspects of Political Science courses, it is classified into five types of categories as follows: Responding to the question on Teacher Quality, 15 or 56% of the 27 respondents answered in the superior category, while 11 or 41% of the interviewees answered very well and only 1 or 3% of the interviewees answered in the medium category. This means that the quality of teachers is in the category between superior and excellent. In terms of Curricular structure, 13 or 48% of the 27 people interviewed answered very well and 14 or 52% of the interviewees marked this category very well.

In the questions about practice and internships, 19 or 70% of the 27 respondents marked the excellent category and only 8 or 30% answered in the excellent category. Regarding the type of extra-curricular activity evaluation, 14 or 52% of the 27 respondents chose the superior category, while 10 or 37% answered very well and only 3 or 11% answered in the medium category. Responding to a question about the evaluation of didactic resources, 12 or 44% of the 27 people interviewed indicated the very good category, 11 or 41% answered very well and only 4 or 15% answered in the medium category.

**Table 2. Participation in extracurricular activities**

No	Name	Research Questions	
		<i>Have you participated in extracurricular activities? Yes ( ), No ( )</i>	
1	Augusto Amaral	Yes, Participate in demonstrations against Indonesian colonialism and door-to-door campaigns in referendums	-
2	João Tilman do Rego	Yes, Demonstrations and community consolidation at the Referendum	-
3	Matias Soares	-	-
4	Francisco Pires	Yes, Pedagogy, Social Services and Research	-
5	Henrique dos Santos	Yes, he participates in regular and extra-regular seminars on the faculty	-
6	Francisco Jacinto Ximenes	Yes, He participates in National and International seminars organized by NGOs.	-
7	Filomeno Rodrigues d. Hang	Yes, He participates in extracurricular activities in the Department of Political Science.	-
8	Faustino Manuel L.da Cruz	Yes, Computer and English Courses	-
9	Manuela do Rosario de C.	Yes, he attended seminars organized by the Faculty and Department.	-
10	Egas Afonso da Luz Carvalho	-	-
11	Julio Soares Madeira	-	-
12	Joanico da Silva Barreto	Yes, he participated in the Student Resistance Organization (DSMPTT Organization) and other core Resistance Organizations.	-
13	Carlos Alberto Martins Babo	Yes, Participate in ASER courses	-
14	Celestiano Xavier	Yes, he participated in the Student Resistance Organization (DSMPTT Organization) and other core Resistance Organizations.	-
15	Deonísio Usna'at	-	-
16	Fátima Lourdes Alves	Yes, he participated in activities in the referendum campaign.	-
17	José Soares	Yes, he participated in the Student Resistance Organization (DSMPTT Organization) and other core Resistance Organizations.	-
18	Joanzinho Ribeiro	-	-
19	Luduvina Fontes Leite	Yes, He participates in religious activities.	-
20	Loureça da C. Sarmento	Yes, Choir at UNTL	-
21	Carlito Ribeiro dos Santos	Yes, Participating in ceremonial activities at the Regency and Provincial levels	-
22	Afonso Fernandes	Ya, GEPAC	-
23	Dátia Ester V. Freitas	Yes, Participate in GEPAC activities, Socialization and Seminars, etc.	-
24	Julieta Ramos da Costa	Yes, Participate in GEPAC activities, Socialization and Seminars, etc.	-
25	Octaviana do R. C. Moniz	Yes, participating in community service activities and reflection on civic education.	-
26	Rigoberto da Silva Freitas	Yes, you have participated in community service activities.	-
27	Zaulina D. Bptista Gama	Yes, Participate in GEPAC activities, Socialization and Seminars, etc.	-

*Source: Compiled by a research team from the Department of Political Science, 2025.*

Responding to the questions in table 2, 22 or 81% of the 27 former students answered "YES" which means that they had participated in extracurricular activities and only 5 or 19% did not give an answer, however, it was concluded that most of the former students participated in extracurricular activities.

**Table 3. Contribution of political science courses to personal development**

No	Name	Research Questions
		<i>This course contributes to their development in (choose up to 3): Critical thinking; Leadership; communication; Research; Teamwork; Troubleshooting.</i>
1	Augusto Amaral	-Critical Thinking, Leadership, and Communication
2	João Tilman do Rego	-Critical Thinking, Leadership, and Communication
3	Matias Soares	-Leadership, Communication, and Teamwork.
4	Francisco Pires	-Critical Thinking, Leadership, and Communication
5	Henrique dos Santos	-Critical thinking, Leadership, and teamwork.
6	Francisco Jacinto Ximenes	- Critical thinking, leadership, and teamwork.
7	Filomeno Rodrigues d. Hang	- Critical Thinking, Leadership and Research
8	Faustino Manuel L.da Cruz	- Leadership, Work and Problem-Solving
9	Manuela do Rosario de C.	- Critical Thinking, Communication, and Teamwork.
10	Egas Afonso da Luz Carvalho	- Critical Thinking, Leadership, and Communication
11	Julio Soares Madeira	- Critical Thinking, Leadership, and Communication
12	Joanico da Silva Barreto	- Critical Thinking, Leadership, and Communication
13	Carlos Alberto Martins Babo	- Critical Thinking, Leadership, and Problem Solving
14	Celestiano Xavier	- Leadership, Communication, and Research
15	Deonísio Usna'at	- Leadership, Work and Problem-Solving
16	Fátima Lourdes Alves	- Critical Thinking, Leadership, and Research
17	José Soares	- Critical Thinking, Leadership, and Communication
18	Joanzinho Ribeiro	- Critical Thinking, Leadership, and Communication
19	Luduvina Fontes Leite	- Critical Thinking, Leadership, and Communication
20	Loureça da C. Sarmento	- Critical thinking, communication, and problem-solving.
21	Carlito Ribeiro dos Santos	- Critical Thinking, Leadership, and Research
22	Afonso Fernandes	- Leadership, Communication, and Research
23	Dátia Ester V. Freitas	- Leadership, Communication, and Working with a team
24	Julieta Ramos da Costa	- Critical Thinking, Leadership, and Communication
25	Octaviana do R. C. Moniz	- Critical Thinking, Research, and Teamwork with a team
26	Rigoberto da Silva Freitas	- Critical Thinking, Leadership, and Research
27	Zaulina D. Bptista Gama	- Critical Thinking, Research and Work for Akupa.

*Source: Compiled by a research team from the Department of Political Science, 2025.*

Responding to the questions in table 3, 22 or 81% of the 27 former students surveyed chose Critical Thinking, 17 or 63% chose leadership, and 10 or 37% of respondents chose communication.

**Satisfaction and advice**

**Table 4. Satisfaction Levels with the course**

No	Name	Research Questions				
		<i>What is your overall level of satisfaction with this course?</i>				
		Very satisfied	Satisfying	Indifferent	Unsatisfactory	Very dissatisfied
1	Augusto Amaral	Very satisfied	-	-	-	-
2	João Tilman do Rego	Very satisfied	-	-	-	-
3	Matias Soares	-	Satisfying	-	-	-
4	Francisco Pires	Very satisfied	-	-	-	-

No	Name	Research Questions				
		<i>What is your overall level of satisfaction with this course?</i>				
		Very satisfied	Satisfying	Indifferent	Unsatisfactory	Very dissatisfied
5	Henrique dos Santos	Very satisfied	-	-	-	-
6	Francisco Jacinto Ximenes	-	Satisfying			
7	Filomeno Rodrigues d. Hang	Very satisfied	-	-	-	-
8	Faustino Manuel L.da Cruz	Very satisfied	-	-	-	-
9	Manuela do Rosário de C. Soares	Very satisfied	-	-	-	-
10	Egas Afonso da Luz Carvalho	Very satisfied	-	-	-	-
11	Julio Soares Madeira	Very satisfied	-	-	-	-
12	Joanico da Silva Barreto	Very satisfied	-	-	-	-
13	Carlos Alberto Martins Babo	Very satisfied	-	-	-	-
14	Celestiano Xavier	Very satisfied	-	-	-	-
15	Deonísio Usna'at	Very satisfied	-	-	-	-
16	Fátima Lourdes Alves	-	Satisfying	-	-	-
17	José Soares	Very satisfied	-	-	-	-
18	Joanzinho Ribeiro	Very satisfied	-	-	-	-
19	Luduvina Fontes Leite	-	-	Indifferent	-	-
20	Loureça da C. Sarmento	Very satisfied	-	-	-	-
21	Carlito Ribeiro dos Santos	Very satisfied	-	-	-	-
22	Afonso Fernandes	Very satisfied	-	-	-	-
23	Dátia Ester V. Freitas	Very satisfied	-	-	-	-
24	Julieta Ramos da Costa	Very satisfied	-	-	-	-
25	Octaviana do R. C. Moniz	-	Satisfying	-	-	-
26	Rigoberto da Silva Freitas	Very satisfied	-	-	-	-
27	Zaulina D. Bptista Gama	Very satisfied	-	-	-	-

*Source: Compiled by a research team from the Department of Political Science, 2025.*

As shown in the 6th table, 21 or 77% of the 27 people interviewed were in the very satisfied category, 4 or 15% were in the Satisfied category and only 1 or 4% were Indifferent.

**Table 5. Ideas for improvement in the course**

No	Name	Research Questions
		<i>6. What can be improved in a course?</i>
1	Augusto Amaral	(Answer). Ease of teaching and learning
2	João Tilman do Rego	(Answer). Increased study in the field of research
3	Matias Soares	Strengthening the tenth involves Political Science.
4	Francisco Pires	Expand more research space.
5	Henrique dos Santos	Improving Baziku infrastructure in universities
6	Francisco Jacinto Ximenes	It is necessary to create conditions for a space for teaching and learning.
7	Filomeno Rodrigues d. Hang	This aims to improve the infrastructure condition of each Department
8	Faustino Manuel L.da Cruz	Improve infrastructure at the University level.
9	Manuela do Rosario de C.	Improving the quality of human resources.
10	Egas Afonso da Luz Carvalho	(Answer). The Department of Political Science continues to survive. Because Political Science graduates do not only depend on the public sector, but also on the private sector.
11	Julio Soares Madeira	(Answer). Improve teachers' academic grades.
12	Joanico da Silva Barreto	(Answer). Increasing teachers' academic grades to strengthen the political aspect.
13	Carlos Alberto Martins Babo	(Answer). Improve the academic level of teachers.
14	Celestiano Xavier	(Answer). Hold regular meetings with the government or related entities to develop UNTL
15	Deonísio Usna'at	(Answer). I need to establish a National/Public Library
16	Fátima Lourdes Alves	(Answer). Improving the infrastructure system in the Faculty
17	José Soares	(Answer). Create space for scientific debate.
18	Joanzinho Ribeiro	(Answer). Pay attention to the UNTIM/UNTL building
19	Luduvina Fontes Leite	(Answer). I need to upgrade UNTL facilities
20	Loureça da C. Sarmiento	(Answer). Library of the Faculty of Mellorar.
21	Carlito Ribeiro dos Santos	(Answer). I need to increase the volume of extracurricular activities.
22	Afonso Fernandes	(Answer). Improving the quality of teachers and computer technology facilities.
23	Dátia Ester V. Freitas	(Answer). Improve classroom facilities
24	Julieta Ramos da Costa	Need to add a Library
25	Octaviana do R. C. Moniz	Upgrade the Bible Library and Classrooms.
26	Rigoberto da Silva Freitas	Improving the classroom
27	Zaulina D. Bptista Gama	Classroom facilities need to be improved.

No	Name	Research Questions
		<i>What advice would you give to improve the course?</i>
1	Augusto Amaral	Answer). Continuous Training for Teachers at Masters and Doctoral levels
2	João Tilman do Rego	(Answer). Increasing the training and capacity building of Professors in Political Science Courses
3	Matias Soares	(Answer). I need to establish a Master's program at UNTL

No	Name	Research Questions
<b>6. What can be improved in a course?</b>		
4	Francisco Pires	(Answer). I need to set up a parallel UNTL class in Manatuto Municipality.
5	Henrique dos Santos	(Answer). Need to improve the scientific research system
6	Francisco Jacinto Ximenes	(Answer). Suggestions for creating conditions.
7	Filomeno Rodriques d. Hang	(Answer). It is necessary to create a study center and improve infrastructure in the Faculty of Social and Political Sciences, including increasing research activities.
8	Faustino Manuel L.da Cruz	(Answer). Improving conditions in the Library to improve the quality and knowledge of students and teachers.
9	Manuela do Rosario de C.	(Answer). Determining Master's level courses at UNTL, especially in Social and Political Sciences.
10	Egas Afonso da Luz Carvalho	(Answer). He suggested that the Department of Political Science continue to exist.
11	Julio Soares Madeira	(Answer). Improve teachers' academic grades.
12	Joanico da Silva Barreto	(Answer). Strengthening the field of Political Science and Human Resources.
13	Carlos Alberto Martins Babo	(Answer). Increase the level of teacher education.
14	Celestiano Xavier	(Answer). Create conditions in the FCSP-UNTL Department.
15	Deonísio Usna'at	(Answer). I need to create a Library course.
16	Fátima Lourdes Alves	(Answer). I need to upgrade the FCSP-CP Facility.
17	José Soares	(Answer). Improving the UNTIM field as a historical space.
18	Joanzinho Ribeiro	(Answer). I need to improve the quality of the University.
19	Luduvina Fontes Leite	(Answer). I need to repair the library and rehabilitate the UNTL building
20	Loureira da C. Sarmento	(Answer). Improve conditions in the Faculty and continue training.
21	Carlito Ribeiro dos Santos	(Answer). Adequate libraries and space are needed for the CP department.
22	Afonso Fernandes	(Answer: Improving the bibliography means improving the quality of the profession.
23	Dátia Ester V. Freitas	(Answer). Upgrade the books in the library.
24	Julieta Ramos da Costa	(Answer). I need to improve the Internet and improve classrooms.
25	Octaviana do R. C. Moniz	(Answer). I need to train former students.
26	Rigoberto da Silva Freitas	(Reply) Upgrade the library.
27	Zaulina D. Bptista Gama	(Answer). Upgrade and upgrade the books in the library.

*Source: Compiled by a research team from the Department of Political Science, 2025.*

Responding to the questions, the interviewed former students expressed various opinions as described above

**Table 6. Free opinion on participation in future research**

No	Name	Research Questions
<i>Will you participate in future research? Yes, no, and maybe. (Select..)</i>		
1	Augusto Amaral	(Answer). Possible
2	João Tilman do Rego	(Answer). Possible
3	Matias Soares	(Answer). Yes
4	Francisco Pires	(Answer). Yes

No	Name	Research Questions
		<i>Will you participate in future research? Yes, no, and maybe. (Select..)</i>
5	Henrique dos Santos	(Answer). Yes
6	Francisco Jacinto Ximenes	(Answer). Possible
7	Filomeno Rodrigues d. Hang	(Answer). Yes
8	Faustino Manuel L.da Cruz	(Answer). Yes
9	Manuela do Rosario de C.	(Answer). Yes
10	Egas Afonso da Luz Carvalho	(Answer). Yes
11	Julio Soares Madeira	(Answer). Yes
12	Joanico da Silva Barreto	(Answer). Yes
13	Carlos Alberto Martins Babo	(Answer). Yes
14	Celestiano Xavier	(Answer). Yes
15	Deonísio Usna'at	(Answer). No
16	Fátima Lourdes Alves	(Answer). No
17	José Soares	(Answer). Yes
18	Joanzinho Ribeiro	(Answer). Yes
19	Luduvina Fontes Leite	(Answer). Possible
20	Loureça da C. Sarmento	(Answer). Yes
21	Carlito Ribeiro dos Santos	(Answer). Yes
22	Afonso Fernandes	(Answer). Yes
23	Dátia Ester V. Freitas	(Answer). Yes
24	Julieta Ramos da Costa	(Answer). Yes
25	Octaviana do R. C. Moniz	(Answer). Yes
26	Rigoberto da Silva Freitas	(Answer). Possible
27	Zaulina D. Bptista Gama	Yes

*Source: Compiled by a research team from the Department of Political Science, 2025.*

Responding to the questions, 20 or 74% of the 27 respondents answered "Yes", 5 or 18% answered May, and only 2 or 7% answered No. This means that most of the interviewees are available to participate in future surveys organized by the Department of Political Science, Faculty of Social and Political Sciences, National University of Timor-Lorosa'e.

## Local employers' viewpoints on graduates' performance in the labor market

### Entity Characterization

**Table 7. – Recap of the Position/Function and Types of Entrepreneurial Institutions Interviewed**

No.	Name	Position/Function	Types of Institutions
1	Lúís I. H. Fernandes	Chairman of the Authority	Public
2	Paulino Ribeiro	President of the Municipality Authority of Liquiça	Public
3	José Martinho dos S. Soares	Authority of the President of the Municipality of Ermera	Audience
4	Deolindo Deo Ramos	Director General of CNE	Public
5		First Instance Prosecutor's Court	Public
6	Custodio Soares Martins	Director of Human Resources of Ermera Municipality	Public
7	Norberto Terekspos Soares	Commander of APC Ermera Municipality	Audience
8	Cesar da Silva	Director of ETB Mauhunu Bucar School	Audience
9	Júlio da Silva	Director of SMEs	Audience
10	Renato Nunes Serrão	Director of Serv. Municipality of Laksamana and Recur. Humans	Audience
11	Domingos Ramos	School Director	Audience

No.	Name	Position/Function	Types of Institutions
12	Carlos do Rosário Cabral	Director of Recurrent. Manatuto Municipality	Audience
13	Crisanto A. Boki	Director	Audience
14	Mateus da Costa	Director of Land and Property of Baucau Municipality	Audience
15	Dália Ester Viegas Freitas	Director of Administration and Finance of Komp. Unip.LDA	- Personal
16	João Freitas da Silva	Head of the A.F.L. Department	Public
17	Yora Parera	SERVE Coordinator. IP Liquiça Branch	Public
18	Guido José Tomas da Silva	Head of Accounting Department	Public
19	Eduardo Guterres	Secretary of Administration and Finance	- Personal
20	Caesar	-	Audience
21	Pascoal Afonso Belo	Baucau Forest Officer (Ex. Chief Dep.)	Public
<b>Quantity</b>			<b>19      2</b>

*Source: Compiled by a research team from the Department of Political Science, 2025.*

The description, out of the twenty-one evaluators, only two employers or 9.5% were from private institutions and 19 employees or 90.5% were from public institutions.

**Table 8. Positions/Functions and Statutes of Graduates in Public and Private Institutions**

No.	Position/function	Public or private service status		
		Permanent Staff	Employed	Personal
1	Several directors and employees	X	-	-
2	Professional Technician	X	-	-
3	Senior position	X	-	-
4	Director of CNE City	X	-	-
5	Teacher	X	-	-
6	Proc.Trib.1st Instance vocals	X	-	-
7	Head of HR Department – APC Ermera Municipality	X	-	-
8	Head of HR Department – Ermera Municipal Administration	X	-	-
9	Financial Services Support	X	-	-
10	Director	X	-	-
11	School Inspectors and Teachers	X	-	-
12	Finance officer	X	-	-
13	The head of the dep. Prevention in Training	X	-	-
14	Forest vocal points	X	-	-
15	Director of Unip. LDA	-	-	X
16	Director of Heritage and Logistics	X	-	-
17	Professor (Manorin)	X	-	-
18	Forestry Technical Support Services	-	X	-
19	Administrative Support	-	X	-
20	Technical Agent Customer Service	X	-	-
21	Technical Agent Support of the Admiral Finance of Baucau Municipality	X	-	-
		18	2	1

*Source: Compiled by a research team from the Department of Political Science, 2025.*

The positions and statutes of graduates in public and private institutions, descriptively, mostly occupy positions in public institutions with middle- to high-level managerial degrees,

such as general directors. However, of the graduates mentioned above, they consist of eighteen permanent civil servants (85.7%) and two civil servants (9.6%) civil servants. As for other employees, one employee (4.7%) works in the private sector, and the other works as an employee at the level of the main manager of a private company.

**Table 9. Evaluation results**

No.	Answer
1	Good
2	Good
3	Good.
4	Very good.
5	-
6	Good.
7	Very good.
8	Good.
9	Good.
10	Good.
11	Good.
12	Good.
13	Good.
14	Good.
15	Good.
16	Good.
17	Good.
18	Good.
19	Good.
20	Good.
21	Good.

Source: Compiled by a research team from the Department of Political Science, 2025.

The evaluation of political science courses by graduates, only two respondents or 9.6% answered with a very good classification, and eighteen or 85.7% of respondents answered in the good category, and one respondent or 4.7% of menteve respondents did not have an answer.

**Skills demonstrated by graduates in the field**

**Table 10. Skills demonstrated in the field**

No.	Demonstrated skills
1	Management Institutional leaders
2	Management Organize work
3	Responsibilities Communicative skills Prospecting and teamwork
4	Effective communication There is a Leadership commitment
5	- - -
6	Critical thinking Demonstrate ability
7	Responsibilities Honest Management Discipline
8	It always acts in accordance with the law, ministerial diplomas, civil servants and other rules applicable in the institution
9	High teamwork skills
10	Coordination Good in public service
11	Methodological knowledge Know the pedagogical teaching methods
12	Prepare annual reports of work correctly

No.	Demonstrated skills		
13	Performance in service is always in accordance with the goals and objectives of the institution		
14	Good		
15	Control in administration	Financial controls	
16	Planning and registering the State's movable and immovable assets	And manage	
17	ETB-MH Leader	Management	
18	Securing and protecting	Manage administration	
19	Administration		
20	Communication	Teamwork	Research
21	Ability to control and manage budgets		

Source: Compiled by a research team from the Department of Political Science, 2025.

Regarding the competencies demonstrated by graduates in the field, according to table 12, of the lowest, only one respondent (4.7%), graduates showed the ability to have up to four competencies of one person, four (19.1%) graduates showed three competencies, and sixteen (76.20%) graduates showed two competencies.

### Identified deficiencies

**Table 11. Identify gaps in service performance**

No.	Identify gaps	
1	Low proficiency in written and verbal communication in Portuguese	
2	Problems with the use of Portuguese in verbal communication	
3	Challenges (distance from housing, public facilities, family problems, cultural problems, family economic challenges).	
4	Timeliness for the completion of the work (non-compliance with established rules).	
5	-	
6	(No gaps) significant, all the work is going well according to the stabelicidal standard.	
7	Uncertainty or non-compliance in terms of task distribution.	
8	The family problem in question (family health, family and cultural economy).	
9	Institutional problems, lack of material support and facilities (desks, chairs, computers, transportation, etc.).	
10	Yes, there are some irregularities that need to be noticed by the boss.	
11	Some actions, sometimes, do not conform to pedagogical and methodological rules.	
12	Actions in the economic field are not in accordance with financial rules.	
13	No, no gap throughout the year.	
14	Lack of maximum control.	
15	Lack of uniformity in service systems.	
16	Disharmony in the work environment and causing disharmony in the work environment	
17	Difficulty adapting to requirements in the scope of the work situation	Human resource issues
18	Obstacles to adapting to the work system	
19	No gaps identified	
20	Barriers to distance between home and work	
21	Difficulties adapting to the new digitalization system	

Source: Compiled by a research team from the Department of Political Science, 2025.

Regarding the identified gaps, as described, only three evaluators (14.23%) answered "no gaps were identified on engressed in ethrene. While the majority, eighteen evaluators (85.77%) had some gaps identified.

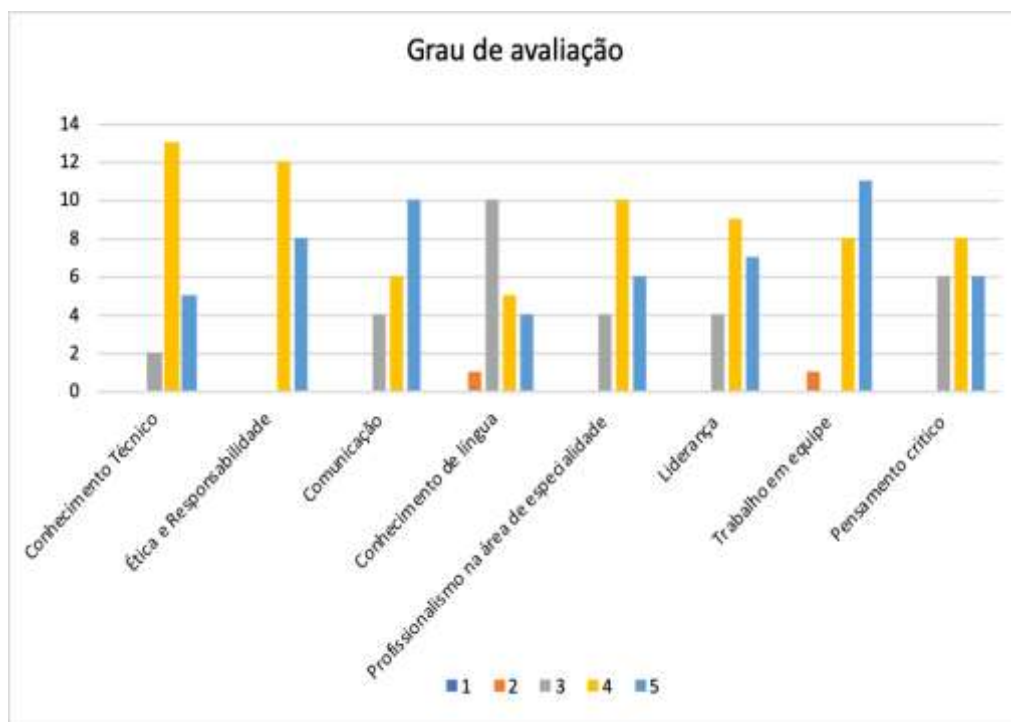
### Competency-based assessment

**Table 12. Evaluation of the competency of Political Science Graduates**

Competencies	Value Evaluation				
	1	2	3	4	5
Technical knowledge	0	0	2	13	5
Ethics and responsibility	0	0	0	12	8
Communication	0	0	4	6	10
Language skills (Tetum, Portuguese, English)	0	1	10	5	4
Professionalism in the field of expertise	0	0	4	10	6
Leadership	0	0	4	9	7
Teamwork	0	1	0	8	11
Critical thinking	0	0	6	8	6

Source: Compiled by a research team from the Department of Political Science, 2025.

The lowest (adequate) competencies of students are identified as low in Portuguese and English. Meanwhile, other competencies of graduates are classified as good, very good and superior, as can be seen graphically in the following figure.



Graph 1. The level of competency evaluation of political science graduates  
Source: Compiled by a research team from the Department of Political Science, 2025.

## Employer Recommendations

**Table 12. Recommendations for the Political Science department**

No.	Recommended points
1	Presentation of issues related to state needs
2	Increase knowledge in training
3	Continuing education, comparative studies and high skills
4	It maintains the same learning speed that we have today
5	Improving the quality of faculty, and infrastructure
6	Maintaining political science because all science is important
7	Improve academic quality and degree
8	If possible, simplify the curriculum to make it more practical
9	Open and facilitate training; Open Course Master of Political Science
10	Facilitate further training in technical areas
11	Specialized training in management and leadership
12	It is necessary to raise the most appropriate method of teaching political science in the future
13	We ask the government to pay attention to the infrastructure in the Faculty of Social and Political Sciences of UNTL
14	Need extracurricular courses
15	Need technical service support training
16	Invest more in the formation of human character
17	-
18	Still need additional training for service
19	Provide further training in the future
20	Requires more practical technical training
21	Ongoing training and training to improve the quality of your service performance

*Source: Compiled by a research team from the Department of Political Science, 2025.*

Regarding the recommendations, employers recommend that the Department of Political Science should offer more specialized training content in Political Science that can respond to the needs of the state. From this perspective, it is necessary to make improvements in Political Science training, especially in technical and practical training that is more in line with the real conditions of the country.

**Table 13. Interest in partnership with UNTL**

No.	Answer		
	Yes	No	Maybe
1	X		
2	X		
3	X		
4	X		
5	X		
6	X		
7	X		
8	X		
9	X		
10	X		
11	X		
12	X		
13	X		
14	X		
15	X		
16	X		
17	X		
18	X		
19	X		

No.	Answer		
	Yes	No	Maybe
20	X		
21	X		

Source: Compiled by a research team from the Department of Political Science, 2025.

Most of the stakeholders showed interest in working in partnership with UNTL, to contribute to the development of Political Science courses.

**Table 14. Free Comments**

No.	Comments
1	Stay tuned for the results of this research which can be a reference to improve the implementation of public services
2	Continuation of academic training at the master's and doctoral levels of public political science
3	The future yes
4	Organizing joint citizenship education between CNE and UNTL-CP, observing general elections, debates on presidential and parliamentary candidates
5	Teachers have knowledge skills and demonstrate their abilities with good quality, asking the department to further increase capacity by facilitating scholarships to further improve science knowledge.
6	Must do
7	Internships and research
8	Important in the field of research, often the service only complies with the law
9	Open Master's Degree in Political Science
10	Create a master's program for employees and improve the language; Internship program to help suco fill in monographic and demographic data
11	Establish cooperation in the field of specialized training on management, administration, leadership, and decision-making
12	Continue to analyze to improve in the future
13	Apply to UNTL, especially to the political science department to create scholarship opportunities for the best students to continue their studies in master's and doctoral degrees
14	The quality of UNTL, especially political science in the context of Timor-Leste, is better (good)
15	It is necessary, because it promotes good motivation for the future
16	Availability is our offer
17	-
18	It is necessary, because it promotes good motivation for the future
19	We ask to provide training on political parties, civic education, and the electoral system
20	-
21	Yes, you can, because it can motivate the product well in the future

Source: Compiled by a research team from the Department of Political Science, 2025.

With respect to free comment, in table 17, the employer recommends that the Political Science course be responsible for teaching and general guidance for the functions of the State and responsibilities for citizens. In this sense, the Political Science course in human resource training, must focus on the teaching of Political Science and Civics.

## CONCLUSION

The study interviewed 27 alumni from the Department of Political Science, Faculty of Social and Political Sciences, National University of Timor-Loros'e, revealing that 93% (25 respondents) work in the public sector (e.g., as civil servants, municipal presidents, or department heads), with only 7% (2 respondents) in the private sector. Course evaluation showed 93% rating the training as highly contributory to their professional performance, 81% very satisfied with the program, 15% satisfied, and 4% indifferent. Employer evaluations of 21 respondents affirmed that Political Science graduates demonstrate strong adaptability, compliance with rules, specific skills, and performance aligned with institutional objectives.

For future research, a longitudinal study tracking alumni career trajectories over 10+ years could assess long-term impacts on Timor-Leste's governance and public sector, incorporating quantitative metrics like promotion rates and comparative analysis with other regional universities.

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