

Criminology Interns Experiential Learning and Workplace Satisfaction

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Abstract

The study examined the experiential learning and workplace satisfaction of criminology interns during their internship in the tri-bureaus (Philippine National Police, Bureau of Fire Protection, and Bureau of Jail Management and Penology) for the academic year 2023-2024. Using a descriptive-comparative design, data were collected from Naga College Foundation interns through a questionnaire.

Findings showed that interns achieved a very high level of experiential learning across all three agencies. In the PNP, they excelled in teamwork, community policing, and observational learning. In the BFP, they gained expertise in emergency response, technical knowledge, and firefighting techniques. In the BJMP, they developed skills in correctional practices, institutional dynamics, and performance improvement through feedback.

Interns also reported high workplace satisfaction, citing mentorship, effective communication, relevant training, and career guidance as key factors. Lastly, the study found no significant difference in workplace satisfaction across training environment, social relations, competence, and opportunities, indicating a consistently positive experience in all aspects of their internship.

Keywords: Criminology Interns, Experiential Learning, Workplace Satisfaction

1. INTRODUCTION

Undergraduate criminology internships provide students with valuable hands-on experience and exposure to the realities of the criminal justice system. These placements in law enforcement, fire departments, and correctional facilities offer students the opportunity to apply classroom knowledge to practical settings, develop professional skills, and gain insights into potential career paths.

However, the experiences and satisfaction levels of these interns have not been extensively studied. This research paper aims to examine the experiential learning and workplace satisfaction of criminology interns during their placements in police agencies, fire departments, and jail bureaus.

The legal ramifications of student internships are an important consideration, as they can impact the liability and responsibilities of the host organizations, the academic institutions, and the interns themselves. Careful selection, orientation, and supervision of interns are crucial to maintaining a duty of care and mitigating potential legal risks (Soffi & Mohamad, 2021)[1]. Moreover, studies have shown that the benefits of internships extend beyond the students, providing valuable contributions to the host agencies and enhancing the overall effectiveness of academic criminal justice programs (Guzman, 2020)[2].

Existing literature on the topic suggests that the success of internship programs depends on various factors, including the selection criteria for eligible students, the quality of orientation and preparation before the placement, the level of supervision and mentorship provided by the host agency, and the alignment between the internship experience and the students' academic curriculum. Students generally report positive attitudes towards their internship experiences, often feeling that their undergraduate coursework adequately prepared them for the realities of criminal justice operations (Bivens & Byrd, 2020)[3].

The Experiential Learning Theory by David Kolb [4] supports this study. Kolb's theory explains that concrete experience, reflective observation, abstract conceptualization, and active experimentation form a four-stage process (or cycle) transformed into effective learning. Applying Kolb's learning theory has benefits for students, educators, and employers. Experiential learning has many benefits for students, including: (1) the chance to immediately apply the learning process to real-world experiences, which supports knowledge retention, (2) improved motivation, as students are more excited about learning in real-world situations, (3) promotion of learning through reflection, which deepens and strengthens the learning experience, (4) the chances to make good use of their preferred style of learning, (5) enhanced teamwork because experiential learning often involves working as part of a team, (6) the opportunity to prepare for future work through genuine, meaningful real-world practice, and (7) the chances to meet colleagues and potential employers.

In the Philippines, Universities need to prepare students to be contributing members and leaders of local, national and global communities, who are able to apply their acquired knowledge to real-world problems. Over the course of a degree program, students must develop "21st century skills" in addition to core discipline knowledge in their chosen field.

The Commission on Higher Education (CHED) [5] issued Memorandum Order No. 05, s. 2018 requires all schools offering criminology course to provide practical experience/exposure in police work, operation of jail or penal institution, filing of criminal actions and court procedures to their students before they graduate. This can be done through sending them to the Philippine National Police, Bureau of Jail Management and Penology, Bureau of Fire Protection, National Bureau of Investigation, Prosecution, Courts and other law enforcement agencies.

Further, the Sustainable Development Goals of the Philippines, Goal Number 4 about Quality Education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Criminology students in the Philippines are required to undergo internships or on-the-job training as a prerequisite for graduation, as outlined in the Commission on Higher Education's guidelines (Dawaton, 2021)[6]. These internships provide valuable work experience and the opportunity to apply classroom learning to real-world criminal justice settings. However, the legal and ethical ramifications of these internships, as well as student attitudes and perceptions, merit further investigation.

Pursuant to this Revised Policies and Standards for Criminology Education, the Naga College Foundation, recognized as Center of Development in Criminology by CHED Central Office offering criminology program has deployed to the different agencies related to law enforcement work for their off-campus field work or on-the-job training for one (1) school year.

The main objective of criminology internship is to provide a unique opportunity for undergraduate students to gain valuable experience in law enforcement, corrections, and the courts. During internship, students are expected to integrate classroom knowledge with real –life work experience, develop

practical career-related skills and training, explore a career before graduation, and obtain work experience.

In this study, the researchers aimed to determine the experiential learning and workplace satisfaction of the criminology interns during their on-the-job training in the tri-bureau of the Department of Interior and Local Government, namely: the Philippine National Police, the Bureau of Fire Protection, and the Bureau of Jail Management and Penology. By determining the experiential learning of the criminology interns, the researchers may formulate interventions for practicum program enhancement. Further, the result of this study about workplace satisfaction of the criminology interns may serve as baseline data for the tri-bureau for further improvement of their workplace as the training ground of the criminology interns.

1.1 Statement of the Problem

The study assessed the experiential learning and workplace satisfaction of criminology interns in their exposure from the tri-bureaus during the academic year 2023-2024.

Specifically, it answered the following questions:

1. What is the level of experiential learning acquired by criminology interns in their exposure from the tri-bureaus along:

Philippine National Police along:

- a.1. Behaviorism;
- a.2. Cognitivism; and,
- a.3. Constructivism?

Bureau of Fire Protection along:

- b.1. Behaviorism;
- b.2. Cognitivism; and,
- b.3. Constructivism?

Bureau of Jail Management and Penology along:

- c.1. Behaviorism;
- c.2. Cognitivism; and,
- c.3. Constructivism?

2. What is the level of interns' workplace satisfaction in their exposure at the tri bureaus in terms of:

- Training environment;
- Training social relations;
- Training competence; and,
- Training opportunities?

3. Is there a significant difference between workplace satisfactions of the criminology interns among aspects?

1.2 Hypothesis

This study was anchored on the hypotheses that there is a significant difference between workplace satisfactions of the criminology interns among aspects.

1.3 Scope and Delimitations

The study assessed the experiential learning and workplace satisfaction of criminology interns in their exposure from the tri-bureaus during the academic year 2023-2024.

The first variable included in this study was the experiential learning of the criminology interns during their On-the-Job Training in the said tri-bureaus along behaviorism, cognitivism, and constructivism. The other variable was the level of interns' workplace satisfaction in terms of training environment, training social relations, training competence, and training opportunities, during their exposure at the tri bureaus. Only criminology students assigned to the Philippine National Police, Bureau of Fire Protection, and Bureau of Jail Management in Penology were the respondents to this study.

Criminology students in the lower year level were not included in this study. Further, the experiential learning of the criminology interns in other partner agencies not belonging to the tri-bureau of the DILG were excluded in this study.

2. METHOD AND PROCEDURES

This study used the descriptive-comparative method of research. The descriptive method was used to describe the experiential learning and work satisfaction of criminology interns in the tri—bureaus of DILG. The comparative method was used to determine the significant difference between the respondents' workplace satisfactions among aspects.

2.1 Respondents of the Study

The respondents of this study were the criminology interns of Naga College Foundation for school year 2023 – 2024. The distribution of the respondents was shown in table 1.

Table 1: Distribution of the Respondents

Respondents	Frequency	Percentage
Male	193	64.33
Female	107	35.67
Total	300	100.00

The respondents of this study were categorized according to their sex. The total enumeration was used to select the respondents.

2.2 Procedure of Investigation

To realize the objectives of the study, the following steps were done. First was the preparation of the research instrument. Preparation of the questionnaire were done through item pooling from the different reading materials to determine: (1) the criminology interns' experiential learning, and (2), workplace satisfaction of the criminology interns. Then a draft of the questionnaire was submitted to the Research Center for checking and improvement. The second step was securing requests to conduct the study. A letter seeking permission from the intern supervisor was prepared to solicit the approval before the distribution of the questionnaires to the prospective respondents. The third was the administration of questionnaires. Upon approval of the request to conduct the study, the researchers distributed the questionnaires to the respondents thru google forms and explained how the questionnaire will be accomplished.

Respondents were assured that their responses are kept confidential. They were asked to respond

truthfully and complete the responses as soon as possible. The fourth step was the retrieval of questionnaires and data management. After which, the data were tallied and organized for easy presentation in tables and statistical computations. Further, in compliance with the data privacy act of 2012, their responses were treated with the utmost confidentiality. By completing and submitting their responses to this survey, they indicated their consent to participate in this study. Finally, the analysis and discussion of results, interpretation, and executive summary was prepared.

2.3 Data Gathering Tool

The data were gathered through questionnaire. It contained two parts. Part I dealt on the respondents' experiential learning in the PNP, BFP, and BJMP along behaviorism, cognitivism, and constructivism. Part II elicited the workplace satisfaction of the criminology interns along training environment, training social relations, training competence, and training opportunities. A dry run was conducted to some criminology interns to ensure validity and reliability of the questionnaire. Suggestions from them was considered for the improvement of the questionnaire.

2.4 Statistical Tools

To facilitate analysis and interpretation of data, weighted mean and Kruskal-Wallis test was utilized.

Weighted Mean. This was used to treat the data, specifically on the experiential learning and workplace satisfaction of the criminology interns. A four-point scale was used to describe the perception of the respondents.

Kruskal-Wallis Test. This was used to determine the significant difference of the respondents' workplace satisfactions among aspects.

3. RESULTS AND DISCUSSIONS

The results and discussions of this study were shown in tables 2A to 6 which include (1) the level of experiential learning of the criminology interns during their on-the-job training in the Philippine National Police, Bureau of Fire Protection, and Bureau of Jail Management in Penology, along the aspects of behaviorism, cognitivism, and constructivism; (2) the level of criminology interns' workplace satisfaction along training environment, training social relations, training competencies, and training opportunities; and (3) the significant difference between workplace satisfactions of the criminology interns among aspects.

3.1 Level of Experiential Learning of Criminology Interns during their OJT in the Philippine National Police

The level of experiential learning of criminology interns during their OJT in the Philippine National Police along behaviorism, cognitivism, and constructivism was shown in Tables 2A to 2C. This was obtained by getting the average of the weighted mean of the responses of the respondents. A summary table was also presented in Table 2D to determine which among the aspects gained the highest and lowest rating.

Behaviorism. The level of experiential learning of criminology interns during their OJT in the Philippine National Police along behaviorism was depicted in table 2A.

Table 2A: Level of Experiential Learning of Criminology Interns during their OJT in the Philippine National Police along Behaviorism

Indicators	Male	Female	OM	I	R
Teamwork and Collaboration	3.69	3.59	3.64	VH	1.5
Adherence to Protocols and Procedures	3.71	3.56	3.64	VH	1.5
Handling Confidential Information	3.61	3.65	3.63	VH	3.5
Professional Conduct and Etiquette	3.66	3.60	3.63	VH	3.5
Observational Skills	3.60	3.59	3.60	VH	5
Adaptability and Flexibility	3.60	3.53	3.57	VH	6
Building Trust and Rapport	3.52	3.50	3.51	VH	7
Ethical Decision-Making	3.55	3.45	3.50	VH	8
Effective Communication	3.49	3.43	3.46	VH	9
Decision-Making Under Pressure	3.46	3.38	3.42	VH	10
Stress Management	3.45	3.37	3.41	VH	11
Empathy and Emotional Intelligence	3.45	3.35	3.40	VH	12
Conflict Resolution	3.48	3.24	3.36	VH	13
Overall Mean	3.56	3.48	3.52	VH	
Interpretation	VH	VH	VH		

Legend:

Mean Range	Verbal Interpretation
3.26-4.00	Very High (VH)
2.51-3.25	Moderately High (MH)
1.76-2.50	Moderately Low (ML)
1.00-1.75	Very Low (VL)

Based from the table, “Adherence to Protocols and Procedures” was the highest rated item for male criminology interns with a mean of rating of 3.71, interpreted as “very high”, while the lowest was “Stress Management” and “Empathy and Emotional Intelligence” with the same mean rating of 3.45, interpreted as “very high”. For female criminology interns, the highest rated item was “Professional Conduct and Etiquette” with a mean rating of 3.65, interpreted as “very high” while the lowest was “Conflict Resolution” with 3.24 mean rating, interpreted as “moderately high”.

General findings revealed that “Teamwork and Collaboration” and “Adherence to Protocols and Procedures” were the highest rated items of the criminology interns with the same mean ratings of 3.64, interpreted as “very high”, while the lowest was “Conflict Resolution” with a mean of 3.36, interpreted as “very high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Philippine National Police along behaviorism was 3.52, interpreted as “very high”.

The results imply that criminology interns experienced a high level of learning in "Teamwork and Collaboration" and "Adherence to Protocols and Procedures" during their police training because these areas are fundamental to effective law enforcement. Working closely with seasoned officers allowed interns to delve into real-world scenarios that emphasized the importance of clear communication and

mutual support in high-stakes situations. Additionally, following strict protocols and procedures reinforced their understanding of the legal and ethical standards necessary for maintaining public safety, ultimately preparing them for their future roles in the field.

The result was supported by (Williams et al., 2019)[7]. According to them, criminology interns often exhibit exceptional performance in specific areas during their on-the-job training with the police. Notably, these interns have demonstrated a high level of proficiency in "Teamwork and Collaboration" and "Adherence to Protocols and Procedures," suggesting their ability to effectively translate classroom concepts into real-world application. This finding underscores the value of internships in providing criminology students with invaluable opportunities to develop and hone critical skills required for success in the criminal justice field.

Cognitivism. The level of experiential learning of criminology interns during their OJT in the Philippine National Police along cognitivism was shown in table 2B.

Table 2B: Level of Experiential Learning of Criminology Interns during their OJT in the Philippine National Police along Cognitivism

Indicators	Male	Female	OM	I	R
Community Policing Concepts	3.63	3.52	3.58	VH	1
Ethical and Moral Reasoning	3.55	3.47	3.51	VH	2
Understanding Criminal Justice Systems	3.57	3.41	3.49	VH	3
Policy and Procedure Interpretation	3.53	3.42	3.48	VH	4
Legal Procedures and Protocols	3.53	3.39	3.46	VH	5
Application of Criminological Theories	3.41	3.31	3.36	VH	6
Risk Assessment and Profiling	3.42	3.27	3.35	VH	7
Investigative Techniques	3.44	3.21	3.33	VH	8
Overall Mean	3.51	3.38	3.44	VH	
Interpretation	VH	VH	VH		

Table 2B shows that both male and female criminology interns gave highest ratings on "Community Policing Concepts" with mean ratings of 3.36, and 3.52, respectively, both interpreted as "very high". On the other hand, male respondents gave lowest rating to "Application of Criminological Theories" with 3.41 mean rating, still interpreted as "very high", while female respondents gave lowest rating on "Investigative Techniques" with 3.21 mean rating, interpreted as "moderately high".

General findings disclosed that "Community Policing" was the highest rated item of the criminology interns with the mean rating of 3.58, interpreted as "very high", while the lowest was "Investigative Techniques" with a mean of 3.33, interpreted as "very high". The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Philippine National Police along cognitivism was 3.44, interpreted as "very high".

The results inferred that criminology interns achieved a high level of learning in "Community Policing Concepts" during their police training due to direct engagement with the community and emphasis on building trust and collaboration between law enforcement and residents. This hands-on experience allowed them to delve into proactive strategies for crime prevention, fostering strong relationships that enhance public safety. By participating in community outreach programs and problem-solving

initiatives, interns gained invaluable insights into the importance of understanding local issues and the ultimate goal of creating a safer, more cooperative environment. This cognitive experience helps them understand the importance of community engagement.

Criminology interns have consistently demonstrated a high level of learning in "Community Policing Concepts" during their on-the-job training in the police force (Mina & Aydinan, 2019)[8]. This can be attributed to the comprehensive and well-designed training programs that focus on developing the interns' understanding and application of community policing principles (Arisukwu, 2017)[9]. Moreover, the internship program itself plays a crucial role in solidifying the interns' grasp of community policing concepts. Student attitudes towards internship experiences have been overwhelmingly positive, indicating that the practical application of their classroom learning has significantly enhanced their understanding and proficiency in community policing approaches (Windawaty, 2022)[10].

Constructivism. The level of experiential learning of criminology interns during their OJT in the Philippine National Police along constructivism was shown in table 2C.

Table 2C: Level of Experiential Learning of Criminology Interns during their OJT in the Philippine National Police along Constructivism

Indicators	Male	Female	OM	I	R
Shadowing and Observation	3.60	3.56	3.58	VH	1
Scenario-Based Training	3.58	3.43	3.51	VH	2
Participating in Community Engagement	3.50	3.40	3.45	VH	3
Integration of Technology	3.37	3.27	3.32	VH	4
Role-Playing Exercises	3.39	3.10	3.25	MH	5
Overall Mean	3.49	3.35	3.42	VH	
Interpretation	VH	VH	VH		

Table 2C depicts that both male and female criminology interns gave highest ratings on "Shadowing and Observation" with mean ratings of 3.60, and 3.56, respectively, both interpreted as "very high". As to the lowest rated item, both male and female respondents gave lowest ratings to "Role-Playing Exercises" with mean ratings of 3.39, and 3.10, interpreted as "very high", and "moderately high" respectively.

General findings revealed that "Shadowing and Observation" was the highest rated items of the criminology interns with the mean rating of 3.58, interpreted as "very high", while the lowest was "Role-Playing Exercises" with a mean of 3.25, interpreted as "moderately high". The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Philippine National Police along constructivism was 3.42, interpreted as "very high".

It can be inferred from the result that criminology interns learned a great deal about "Shadowing and Observation" throughout their police training since it gave them a personal understanding of the routine procedures and legal system's decision-making processes. Interns had the opportunity to see firsthand how theories and strategies gained in the classroom were put into practice by closely observing seasoned officers in a variety of circumstances. Their professional development was ultimately enhanced by this immersive experience, which not only brought to light the complexity of policing but also helped them to comprehend the subtleties of community interactions and the significance of situational awareness.

According to (Mina & Aydinan, 2019)[11], criminology interns often have a remarkably high level of

learning during their on-the-job training in the police force, particularly in the area of "Shadowing and Observation". This can be attributed to the unique opportunity they have to witness firsthand the daily operations, procedures, and intricacies of law enforcement. By closely observing and shadowing experienced police officers, these interns gain invaluable insights into the practical application of criminology theory, allowing them to develop a deeper understanding of the complexities inherent in policing.

Summary of the Level of Experiential Learning of Criminology Interns during their OJT in the Philippine National Police

The summary of the level of experiential learning of criminology interns during their OJT in the Philippine National Police was revealed in table 2D.

Results showed that both male and female gave highest ratings in the aspect of "behaviorism" gaining mean ratings of 3.56 and 3.48, respectively, interpreted as "very high". Meanwhile, both male and female respondents gave lowest ratings in the aspect of "constructivism" with 3.49 and 3.35 mean ratings, respectively, interpreted as "very high".

Table 2D: Summary Table of the Level of Experiential Learning of Criminology Interns during their OJT in the Philippine National Police

Aspects	Male	Female	OM	I	R
Behaviorism	3.56	3.48	3.52	VH	1
Cognitivism	3.51	3.38	3.44	VH	2
Constructivism	3.49	3.35	3.42	VH	3
Overall Mean	3.52	3.40	3.46	VH	
Interpretation	VH	VH	VH		

General findings showed that "behaviorism" got the highest mean rating of 3.52, interpreted as "very high", while the lowest was "constructivism" with a mean rating of 3.42, interpreted as "very high". The overall mean rating of the level of experiential learning of criminology interns during their OJT in the Philippine National Police was 3.46, interpreted as "very high".

The result suggests that the criminology interns learned the most activities related to behavioral development during their OJT in the Philippine National Police rather than cognitivism and constructivism. Criminology interns demonstrated a higher level of learning in behavioral development during their police training because this approach emphasized observable actions and responses in real-world situations, aligning closely with the practical nature of law enforcement. By engaging in hands-on activities, such as responding to calls and interacting with the community, interns could directly see the effects of their behaviors and decisions, fostering immediate feedback and reinforcement. While cognitivism and constructivism focus on internal processes and knowledge construction, the concrete, action-oriented experiences of behavioral development provided a clearer and more impactful learning framework for interns navigating the complexities of policing.

According to Crandall et al., (2021)[12], there has been a growing focus on the impact of internships on the behavioral development of criminology interns, in comparison to other learning approaches such as cognitivism and constructivism. During their on-the-job training in the police, criminology interns have been observed to exhibit a higher level of learning in behavioral development compared to those who

have primarily studied cognitivism or constructivism in the classroom. This suggests that the practical, hands-on experiences gained through internships may be more effective in fostering the behavioral skills and competencies necessary for success in the criminal justice field.

3.2 Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Fire Protection

The level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection along behaviorism, cognitivism, and constructivism was shown in Tables 3A to 3C. This was obtained by getting the average of the weighted mean of the responses of the respondents. A summary table was also presented in Table 3D to determine which among the aspects gained the highest and lowest rating.

Behaviorism. The level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection along behaviorism was depicted in table 3A.

Table 3A: Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Fire Protection along Behaviorism

Indicators	Male	Female	OM	I	R
Understanding Emergency Response Protocols	3.65	3.43	3.54	VH	1
Professional and Personal Development	3.56	3.44	3.50	VH	2
Interaction with the Public	3.51	3.46	3.49	VH	3
Observation of Incident Management	3.45	3.36	3.41	VH	4
Crisis Management and Stress Handling	3.43	3.37	3.40	VH	5
Analytical Skills Development	3.47	3.30	3.39	VH	6
Exposure to Multidisciplinary Approaches	3.48	3.28	3.38	VH	7
Overall Mean	3.51	3.38	3.44	VH	
Interpretation	VH	VH	VH		

Legend:

Mean Range	Verbal Interpretation
3.26-4.00	Very High (VH)
2.51-3.25	Moderately High (MH)
1.76-2.50	Moderately Low (ML)
1.00-1.75	Very Low (VL)

Based from the table, “Understanding Emergency Response Protocols” was highest rated item for male criminology interns with a mean of rating of 3.65, interpreted as “very high”, while the lowest was “Crisis Management and Stress Handling” with the mean rating of 3.43, interpreted as “very high”. For female criminology interns, the highest rated item was “Interaction with the Public” with a mean rating of 3.46, interpreted as “very high” while the lowest was “Exposure to Multidisciplinary Approaches” with 3.28 mean rating, interpreted as “very high”.

General findings revealed that “Understanding Emergency Response Protocols” was the highest rated item of the criminology interns with the mean rating of 3.54, interpreted as “very high”, while the lowest

was “Exposure to Multidisciplinary Approaches” with a mean of 3.38, interpreted as “very high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Bureau of Fire Protection along cognitivism was 3.44, interpreted as “very high”.

The results inferred that criminology intern mostly learned the emergency response protocols during their OJT in the Bureau of Fire Protection. Criminology interns experience a high level of learning in emergency response protocols during their on-the-job training with the Bureau of Fire Protection (BFP) due to the hands-on, immersive nature of their training. Engaging directly with seasoned professionals in real-life scenarios allows interns to observe and practice critical emergency procedures, enhancing their understanding of firefighting techniques, rescue operations, and disaster response. This practical exposure, combined with the BFP’s structured training programs, equips interns with essential skills and knowledge, fostering a deeper appreciation of the complexities involved in emergency management and the importance of rapid, effective responses in crisis situations.

According to Calandra et al., (2022)[13], criminology interns often undergo rigorous on-the-job training to prepare them for their future roles in law enforcement and public safety. One critical aspect of this training is the development of skills in emergency response protocols, which are essential for effective crisis management and disaster response. Previous research has highlighted the importance of having a deep knowledge of the actions that need to be performed and how to execute them effectively in the emergency response domain, as this is fundamental for the success and safety of first responders' activities This training helps criminology interns gain a comprehensive understanding of emergency procedures, including how to assess and respond to various crisis situations, coordinate with other agencies, and prioritize the safety of both the public and first responders.

Cognitivism. The level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection along cognitivism was shown in table 3B.

Table 3B: Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Fire Protection along Cognitivism

Indicators	Male	Female	OM	I	R
Technical Knowledge	3.52	3.51	3.52	VH	1
Emergency Response Coordination	3.47	3.39	3.43	VH	2
Learning About Community Interaction	3.47	3.36	3.42	VH	3.5
Understanding Legal Aspects	3.47	3.36	3.42	VH	3.5
Understanding Fire Safety Protocols	3.39	3.36	3.38	VH	5.5
Analyzing Fire Investigation Procedures	3.42	3.34	3.38	VH	5.5
Investigating Fire Patterns	3.42	3.29	3.36	VH	7
Crisis Communication	3.39	3.30	3.35	VH	8.5
Interagency Collaboration	3.42	3.27	3.35	VH	8.5
Overall Mean	3.44	3.35	3.40	VH	
Interpretation	VH	VH	VH		

Table 3B reveals that both male and female criminology interns gave highest ratings on “Technical Knowledge” with mean ratings of 3.52, and 3.51, respectively, both interpreted as “very high”. On the other hand, male respondents gave lowest rating to “Crisis Communication” and “Understanding Fire

Safety Protocols” with the same mean rating of 3.39, interpreted as “very high”, while female respondents gave lowest rating on “Interagency Collaboration” with 3.27 mean rating, interpreted as “very high”.

General findings disclosed that “Technical Knowledge” was the highest rated item of the criminology interns with the mean rating of 3.52, interpreted as “very high”, while the lowest was “Interagency Collaboration” with a mean of 3.35, interpreted as “very high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Philippine National Police along cognitivism was 3.40, interpreted as “very high”.

The results imply that criminology interns experienced a high level of learning in technical knowledge during their OJT in the Bureau of Fire Protection. Criminology interns gain a high level of technical knowledge during their on-the-job training at the Bureau of Fire Protection (BFP) due to the comprehensive and specialized curriculum designed to provide them with essential insights into fire safety, investigation, and prevention. The training encompasses theoretical knowledge and practical applications, allowing interns to learn about fire dynamics, safety protocols, and investigative techniques directly from experienced fire officers. This exposure to cutting-edge equipment, real-time problem-solving, and the integration of various emergency response strategies enhances their understanding of the technical aspects of firefighting and disaster management, preparing them for future roles in the field.

According to Refugia (2021)[14], one intriguingly positive aspect of these internships is the observation that criminology interns frequently exhibit an exceptionally high level of technical knowledge and proficiency during their on-the-job training within the Bureau of Fire Protection. This can be largely attributed to the well-aligned nature of the criminology curriculum, which emphasizes key skills and knowledge areas directly applicable to the technical and operational demands of fire protection work.

Constructivism. The level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection along constructivism was shown in table 3C.

Table 3C: Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Fire Protection along Constructivism

Indicators	Male	Female	OM	I	R
Learning About Firefighting Equipment and Techniques	3.42	3.35	3.39	VH	1
Interagency Collaboration Projects	3.49	3.26	3.38	VH	2.5
Feedback and Reflection Sessions	3.43	3.33	3.38	VH	2.5
Hands-On Fire Investigation	3.42	3.32	3.37	VH	4
Problem-Solving in Real Scenarios	3.34	3.37	3.36	VH	5
Crisis Communication Skills	3.42	3.28	3.35	VH	6.5
Ethical and Legal Considerations	3.38	3.31	3.35	VH	6.5
Simulated Emergency Response Drills	3.39	3.30	3.35	VH	8
Shadowing Experienced Personnel	3.34	3.19	3.27	VH	9
Community Outreach and Education	3.29	3.07	3.18	MH	10
Overall Mean	3.39	3.28	3.34	VH	
Interpretation	VH	VH	VH		

Table 3C depicts that male criminology interns gave highest rating on “Interagency Collaboration Projects” with the mean rating of 3.49, interpreted as “very high”, while the lowest was “Community Outreach and Education” with mean rating of 3.29, interpreted as “very high”. On the other hand, female respondents gave highest rating on “Problem-Solving in Real Scenarios” with 3.37 mean rating, interpreted as “very high”, while the lowest was “Community Outreach and Education” with 3.07 mean rating, interpreted as “moderately high”.

General findings revealed that “Learning About Firefighting Equipment and Techniques” was the highest rated item of the criminology interns with the mean rating of 3.39, interpreted as “very high”, while the lowest was “Community Outreach and Education” with a mean of 3.18, interpreted as “moderately high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Bureau of Fire Protection along constructivism was 3.34, interpreted as “very high”.

It can be inferred from the result that criminology interns at the Bureau of Fire Protection achieved a high level of learning about firefighting equipment and techniques due to their direct involvement in practical training scenarios alongside experienced firefighters. This hands-on approach allowed them to not only observe but actively participate in the operation and maintenance of various firefighting tools, enhancing their understanding of the equipment's functionality and importance in emergency response. The immersive environment fostered by real-life situations and collaborative learning helped interns grasp critical safety protocols, operational strategies, and the integration of firefighting within the broader context of public safety and criminology. This combination of theory and practice equipped them with essential skills and knowledge relevant to their future careers.

The result was supported by the study of (Engelbrecht et al., 2019)[15]. According to them, Criminology interns at the Bureau of Fire Protection demonstrate substantial learning gains in firefighting equipment and techniques when exposed to hands-on practical training scenarios, showcasing the value of experiential education in specialized fields.

Summary of the Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Fire Protection

The summary of the level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection was revealed in table 3D.

Table 3D: Summary Table of the Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Fire Protection

Aspects	Male	Female	OM	I	R
Behaviorism	3.51	3.38	3.44	VH	1
Cognitivism	3.44	3.35	3.40	VH	2
Constructivism	3.39	3.28	3.34	VH	3
Overall Mean	3.45	3.34	3.39	VH	
Interpretation	VH	VH	VH		

Results showed that both male and female gave highest ratings in the aspect of “behaviorism” gaining mean ratings of 3.51 and 3.38, respectively, interpreted as “very high”. Meanwhile, both male and female respondents gave lowest ratings in the aspect of “constructivism” with 3.45 and 3.34 mean

ratings, respectively, interpreted as “very high”.

General findings showed that “behaviorism” got the highest mean rating of 3.44, interpreted as “very high”, while the lowest was “constructivism” with a mean rating of 3.34, interpreted as “very high”. The overall mean rating of the level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection was 3.39, interpreted as “very high”.

The result suggests that the criminology interns learned the most activities related to behavioral development during their OJT in the Bureau of Fire Protection rather than cognitivism and constructivism.

Criminology interns likely learned more about behavioral development during their on-the-job training (OJT) in the Bureau of Fire Protection because the nature of the work emphasizes practical, hands-on experiences and real-time responses to emergencies. The Bureau focuses on developing effective behaviors and skills, such as teamwork, communication, and quick decision-making in high-pressure situations, which are essential for fire safety and prevention. In contrast, cognitivism and constructivism, which emphasize internal mental processes and knowledge construction, may not be as prominently addressed in a field that prioritizes immediate action and observable behaviors. Thus, the training context naturally aligns more with behavioral development principles.

Mina & Aydinan, (2019) [16] have indicated that criminology interns may gain significant insights into behavioral development during their on-the-job training in non-traditional settings, such as the Bureau of Fire Protection. These insights may stem from the unique challenges and situations that criminology interns encounter in these environments, which can provide valuable perspectives on how individuals respond to and cope with various stimuli.

3.3 Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Jail Management and Penology

The level of experiential learning of criminology interns during their OJT in the Bureau of Jail Management and Penology along behaviorism, cognitivism, and constructivism was shown in Tables 4A to 4C. This was obtained by getting the average of the weighted mean of the responses of the respondents. A summary table was also presented in Table 4D to determine which among the aspects gained the highest and lowest rating.

Behaviorism. The level of experiential learning of criminology interns during their OJT in the Bureau of Jail Management in Penology along behaviorism was depicted in table 4A.

Based from the table, “Observation of Correctional Practices” was highest rated item for male criminology interns with a mean of rating of 3.53, interpreted as “very high”, while the lowest was “Interaction with Inmates” mean rating of 3.30, interpreted as “very high”. For female criminology interns, the highest rated item was “Understanding Institutional Culture” with a mean rating of 3.39, interpreted as “very high” while the lowest was “Stress Management” with 3.23 mean rating, interpreted as “moderately high”.

Table 4A: Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Jail Management and Penology along Behaviorism

Indicators	Male	Female	OM	I	R
Observation of Correctional Practices	3.53	3.36	3.45	VH	1

Understanding Legal and Ethical Standards	3.50	3.38	3.44	VH	2
Understanding Institutional Culture	3.39	3.39	3.39	VH	3
Professional Development	3.42	3.34	3.38	VH	5
Team Collaboration	3.42	3.33	3.38	VH	5
Supervision and Mentorship	3.45	3.31	3.38	VH	5
Exposure to Challenges and Ethical Dilemmas	3.41	3.24	3.33	VH	7.5
Real-World Application of Theory	3.40	3.26	3.33	VH	7.5
Stress Management	3.34	3.23	3.29	VH	9
Interaction with Inmates	3.30	3.24	3.27	VH	10
Overall Mean	3.42	3.31	3.36	VH	
Interpretation	VH	VH	VH		

General findings disclosed that “Observation of Correctional Practices” was the highest rated item of the criminology interns with the mean rating of 3.45, interpreted as “very high”, while the lowest was “Interaction with Inmates” with a mean of 3.27, interpreted as “very high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Bureau of Jail Management in Penology along behaviorism was 3.36, interpreted as “very high”.

Criminology interns learned to observe correctional practices during their on-the-job training (OJT) in the Bureau of Jail Management and Penology because this setting provides them with direct exposure to the realities of the criminal justice system, particularly in the management and rehabilitation of inmates. By observing daily operations, such as intake procedures, security protocols, and rehabilitation programs, interns gained insights into how correctional facilities operate and the challenges faced in inmate management. This experience allowed them to understand the importance of correctional practices in promoting rehabilitation, reducing recidivism, and ensuring the safety of both inmates and staff, making it a crucial component of their education and training in criminology.

According to Williams et al., (2019)[17], one of the primary benefits of criminology internships is the ability for students to observe the day-to-day operations of correctional facilities. By immersing themselves in the correctional environment, interns gain a deeper understanding of the challenges and complexities inherent in the criminal justice system. This hands-on experience allows them to witness the implementation of various correctional practices, such as inmate management, rehabilitation programs, and security protocols.

Cognitivism. The level of experiential learning of criminology interns during their OJT in the Bureau of Jail Management in Penology along cognitivism was shown in table 4B.

Table 4B shows that male criminology interns gave highest ratings on

“Critical Thinking and Problem-Solving” with mean rating of 3.48, interpreted as “very high”, while the lowest rating was given to “Evaluation of Correctional Programs” with 3.38 mean rating, interpreted as “very high”. On the other hand, female respondents gave highest rating on “Understanding Institutional Dynamics” with 3.33 mean rating, interpreted as “very high”, while the lowest was “Evaluation of Correctional Programs” and “Analysis of Behavioral Patterns” with the same mean rating of 3.27, interpreted as “very high”.

Table 4B: Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Jail Management and Penology along Cognitivism

Indicators	Male	Female	OM	I	R
Understanding Institutional Dynamics	3.46	3.33	3.40	VH	1
Critical Thinking and Problem-Solving	3.48	3.29	3.39	VH	2
Learning Through Reflection	3.44	3.32	3.38	VH	3
Learning Legal and Ethical Frameworks	3.45	3.29	3.37	VH	4
Analysis of Behavioral Patterns	3.42	3.27	3.35	VH	5.5
Integration of Theory and Practice	3.39	3.30	3.35	VH	5.5
Evaluation of Correctional Programs	3.38	3.27	3.33	VH	7
Overall Mean	3.43	3.30	3.36	VH	
Interpretation	VH	VH	VH		

General findings disclosed that “Understanding Institutional Dynamics” was the highest rated item of the criminology interns with the mean rating of 3.40, interpreted as “very high”, while the lowest was “Evaluation of Correctional Programs” with a mean of 3.33, interpreted as “very high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Bureau of Jail Management in Penology along cognitivism was 3.36, interpreted as “very high”.

Criminology interns learned to understand institutional dynamics during their on-the-job training (OJT) in the Bureau of Jail Management and Penology because the environment of a correctional facility is complex and influenced by various factors, including inmate behavior, staff interactions, and organizational policies. By engaging directly with the daily operations and observing how different roles and relationships affect the management of the facility, interns were able to grasp the intricate balance between security, rehabilitation, and inmate rights. This understanding is crucial for developing effective strategies in crime prevention and rehabilitation, as it highlights the importance of communication, authority structures, and the socio-cultural context within correctional institutions.

The on-the-job training within a correctional environment, such as the Bureau of Jail Management and Penology, offers criminology interns a valuable and practical understanding of the complex institutional dynamics that exist in these settings. This is due to the intricate interplay of various factors, including inmate behavior and conduct, staff interactions and relationships, as well as the formal organizational policies and mandates that govern the operations of these facilities (Jacobs & Giordano, 2017) [18]. By engaging directly with the daily workings of a correctional institution, interns are able to grasp the delicate balance between security, rehabilitation, and the protection of inmate rights that correctional administrators must navigate.

Constructivism. The level of experiential learning of criminology interns during their OJT in the Bureau of Jail Management in Penology along constructivism was shown in table 4C.

Table 4C: Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Jail Management and Penology along Constructivism

Indicators	Male	Female	OM	I	R
Supervised Practice	3.51	3.36	3.44	VH	1
Feedback and Evaluation	3.54	3.29	3.42	VH	2
Hands-On Engagement	3.46	3.27	3.37	VH	3.5

Exposure to Multidisciplinary Approaches	3.45	3.28	3.37	VH	3.5
Direct Interaction with Inmates	3.44	3.28	3.36	VH	5
Role-Playing and Simulation	3.31	3.17	3.24	MH	6
Overall Mean	3.45	3.28	3.36	VH	
Interpretation	VH	VH	VH		

Table 4C depicts that male criminology interns gave highest rating on “Feedback and Evaluation” with the mean rating of 3.54, interpreted as “very high”, while the lowest was “Role-Playing and Simulation” with mean rating of 3.31, interpreted as “very high”. On the other hand, female respondents gave highest rating on “Supervised Practice” with 3.36 mean rating, interpreted as “very high”, while the lowest was “Role-Playing and Simulation” with 3.17 mean rating, interpreted as “moderately high”.

General findings revealed that “Supervised Practice” was the highest rated item of the criminology interns with the mean rating of 3.44, interpreted as “very high”, while the lowest was “Role-Playing and Simulation” with a mean of 3.24, interpreted as “moderately high”. The overall mean rating of the level of experiential learning of the criminology interns during their OJT in the Bureau of Jail Management and Penology along constructivism was 3.36, interpreted as “very high”.

It can be inferred from the result that criminology interns had a very high level of learning in constructivism aspect thru supervised practice during their OJT in the Bureau of Jail Management and Penology. Supervised practice provided immediate feedback and reflection opportunities, enabling interns to integrate their experiences with academic learning, adapt their approaches, and develop critical thinking skills. This immersive environment fostered a collaborative learning atmosphere, further enhancing their ability to synthesize information and grow professionally.

According to Williams et al., (2019) [19], the supervised nature of these internships is particularly important, as it allows interns to learn through hands-on practice while under the close guidance and mentorship of experienced professionals. This supervised learning environment enables interns to develop a deeper understanding of practical skills, apply classroom concepts in real-world settings, and gain valuable insights and wisdom from seasoned experts in the field of criminology. The close supervision and one-on-one interactions with experienced practitioners provide interns with unparalleled opportunities to refine their abilities, challenge their assumptions, and grow both professionally and personally during their time in the jail bureau.

Summary of the Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Jail Management

The summary of the level of experiential learning of criminology interns during their OJT in the Bureau of Fire Protection was revealed in table 4D.

Table 4D: Summary Table of the Level of Experiential Learning of Criminology Interns during their OJT in the Bureau of Jail Management and Penology

Aspects	Male	Female	OM	I	R
Behaviorism	3.42	3.31	3.36	VH	2
Cognitivism	3.43	3.30	3.36	VH	2
Constructivism	3.45	3.28	3.36	VH	2
Overall Mean	3.43	3.29	3.36	VH	

Interpretation	VH	VH	VH		
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Results showed that male respondents gave highest rating in the aspect of “constructivism” gaining a mean rating of 3.45, interpreted as “very high”, while the lowest rating given in the aspect of “behaviorism” with 3.42 mean ratings, interpreted as “very high”. On the other hand, female respondents gave the highest rating in the aspect of “behaviorism” with 3.31 mean rating, interpreted as “very high”, while the lowest rating was given in the aspect of “constructivism”, interpreted as “very high”.

General findings showed that “behaviorism”, “cognitivism” and constructivism” obtained the equal mean ratings of 3.36, interpreted as “very high”.

It can be inferred from the results that criminology interns obtained an equal experiential learning in behavior, cognitive, and constructive development during their on-the-job training in the Bureau of Jail Management and Penology. Criminology interns at the Bureau of Jail Management and Penology (BJMP) achieve equal experiential learning in behavior, cognitive, and constructive development due to a structured training program that integrates diverse theoretical and practical components. Their exposure to various professional roles, including psychologists and correctional officers, fosters a comprehensive understanding of inmate dynamics. Hands-on experiences allow interns to engage with real-life scenarios, while reflective practices and peer collaboration enhance their learning across all developmental areas. This multifaceted approach ensures that interns cultivate a well-rounded perspective on the complexities of criminology and rehabilitation.

Criminology internships provide students with invaluable opportunities to apply their academic knowledge and develop practical skills in real-world settings (Mina & Aydinan, 2019) [20]. During their on-the-job training at the Bureau of Jail Management and Penology, criminology interns often gain equal experiences in behavioral, cognitive, and constructive development, allowing them to deepen their understanding of the field and refine their professional competencies.

3.4 Level of Interns’ Workplace Satisfaction in the Tri-Bureau

The level of criminology interns’ workplace satisfaction in the Tri-Bureau along training environment, training social relations, training competencies, and training opportunities was shown in Tables 5A to 5D. This was obtained by getting the average of the weighted mean of the responses of the respondents. A summary table was also presented in Table 5E to determine which among the aspects gained the highest and lowest rating.

Training Environment. The level of criminology interns’ workplace satisfaction in the Tri-Bureau along training environment was depicted in table 5A.

Table 5A: Level of Interns’ Workplace Satisfaction in the Tri-Bureau along Training Environment

Indicators	Male	Female	OM	I	R
Giving access to knowledgeable mentors who can offer advice, answer questions, and provide feedback	3.66	3.51	3.59	HS	1
Providing constructive feedback that helps interns improve and feel valued	3.63	3.49	3.56	HS	2.5
Providing opportunities to engage in various	3.55	3.56	3.56	HS	2.5

tasks and responsibilities contribute to a richer learning experience and higher satisfaction					
Providing training that focuses on developing both technical skills and soft skills, such as communication and problem-solving	3.64	3.48	3.56	HS	4
Providing well-organized training programs that give clear goals and expectations	3.61	3.49	3.55	HS	5
Providing hands-on experience and real-world applications of theoretical knowledge	3.55	3.47	3.51	HS	6
Overall Mean	3.61	3.50	3.55	HS	
Interpretation	HS	HS	HS		

Legend:

Mean Range	Verbal Interpretation
3.26-4.00	Highly (HS)
2.51-3.25	Moderately Satisfied (MS)
1.76-2.50	Less Satisfied (LS)
1.00-1.75	Not Satisfied (NS)

Based from the table, “Giving access to knowledgeable mentors who can offer advice, answer questions, and provide feedback” was highest rated item for male criminology interns with a mean of rating of 3.59, interpreted as “highly satisfied”, while the lowest was “Providing hands-on experience and real-world applications of theoretical knowledge” a mean rating of 3.55, interpreted as “highly satisfied”. For female criminology interns, the highest rated item was “Providing opportunities to engage in various tasks and responsibilities contribute to a richer learning experience and higher satisfaction” with a mean rating of 3.56, interpreted as “highly satisfied” while the lowest was “Providing hands-on experience and real-world applications of theoretical knowledge” with 3.47 mean rating, interpreted as “highly satisfied”.

General findings revealed that “giving access to knowledgeable mentors who can offer advice, answer questions, and provide feedback” was the highest rated indicator by the criminology interns, with a mean rating of 3.60, interpreted as “highly satisfied”, while the lowest was “providing hands-on experience and real-world applications of theoretical knowledge” with 3.51 mean rating, interpreted as “highly satisfied”. The overall mean rating of the level of satisfaction of the criminology interns in terms of training environment was 3.55, interpreted as “highly satisfied”.

It can be inferred that criminology interns were highly satisfied for giving them access to knowledgeable mentors who can offer advice, answer questions, and provide feedback. Criminology interns experience high satisfaction during their on-the-job training in the tri-bureau due to the access they have to knowledgeable mentors who play a crucial role in their professional development. These mentors offer invaluable advice, answer pressing questions, and provide constructive feedback, creating a supportive learning environment that fosters growth and confidence. This mentorship not only enhances the interns’ understanding of complex criminological concepts but also helps them navigate real-world challenges effectively. The personalized guidance and encouragement from experienced professionals empower interns to apply their academic knowledge practically, leading to a more enriching and fulfilling

internship experience.

According to (Refugia, 2021) [21], the satisfaction of criminology interns with their on-the-job training experience is a critical factor in the success of their professional development and the overall effectiveness of the internship program. Interns in the field of criminology are often highly satisfied due to the access they are granted to knowledgeable mentors who can offer advice, answer questions, and provide valuable feedback throughout their OJT. The mentorship provided during the internship program allows these students to gain practical insights, refine their skills, and develop a deeper understanding of the criminology field. With the guidance and support of experienced professionals, the interns are able to apply their classroom knowledge to real-world situations, enhancing their preparedness for future careers.

Training Social Relations. The level of criminology interns' workplace satisfaction in the Tri-Bureau along training social relations was presented in table 5B.

Table 5B: Level of Interns' Workplace Satisfaction in the Tri-Bureau along Training Social Relations

Indicators	Male	Female	OM	I	R
Providing effective communication between interns and their supervisors, as well as among team members	3.65	3.54	3.60	HS	1
Helping interns feel welcomed and integrated into the workplace	3.60	3.58	3.59	HS	2.5
Demonstrating friendly and professional interactions with colleagues, supervisors, and mentors that contribute to a positive work atmosphere and can enhance job satisfaction	3.60	3.57	3.59	HS	2.5
Involving interns in team meetings, social events, and professional activities helps them feel like they are part of the organization and strengthens their sense of belonging	3.60	3.51	3.56	HS	4.5
Providing opportunities to collaborate with team members on tasks	3.62	3.50	3.56	HS	4.5
Having mentors who are approachable and willing to provide guidance	3.56	3.52	3.54	HS	7
Building relationships with colleagues and other interns than can enhance job satisfaction.	3.58	3.50	3.54	HS	7
Recognizing interns' contributions and efforts	3.58	3.49	3.54	HS	7
Providing regular, constructive feedback from supervisors and mentors helps interns understand their strengths and areas for improvement, contributing to a positive learning experience	3.55	3.51	3.53	HS	9
Overall Mean	3.59	3.52	3.56	HS	
Interpretation	HS	HS	HS		

Data showed that “providing effective communication between interns and their supervisors, as well as among team members” was highest rated item for male criminology interns with a mean of rating of 3.65, interpreted as “highly satisfied”, while the lowest was “providing regular, constructive feedback from supervisors and mentors helps interns understand their strengths and areas for improvement, contributing to a positive learning experience” a mean rating of 3.55, interpreted as “highly satisfied”.

For female criminology interns, the highest rated item was “Helping interns feel welcomed and integrated into the workplace” with a mean rating of 3.58, interpreted as “highly satisfied” while the lowest was “recognizing interns’ contributions and efforts” with 3.47 mean rating, interpreted as “highly satisfied”.

General findings disclosed that “providing effective communication between interns and their supervisors, as well as among team members” was the highest rated indicator by the criminology interns, with a mean rating of 3.60, interpreted as “highly satisfied”, while the lowest was “providing regular, constructive feedback from supervisors and mentors helps interns understand their strengths and areas for improvement, contributing to a positive learning experience” with 3.53 mean rating, interpreted as “highly satisfied”. The overall mean rating of the level of satisfaction of the criminology interns in terms of training social relations was 3.56, interpreted as “highly satisfied”.

The results inferred that criminology interns are highly satisfied by providing them effective communication by their supervisors, as well as among team members during their internship in the tri-bureau. Criminology interns are highly satisfied when effective communication is fostered by their supervisors and team members during their internship in the tri-bureau because it creates a supportive and collaborative environment. Clear and consistent communication ensures that interns understand their roles, responsibilities, and expectations, reducing uncertainty and boosting their confidence in performing tasks. Supervisors who provide constructive feedback and guidance enable interns to improve their skills and address challenges effectively, fostering professional growth. Moreover, open communication among team members promotes teamwork, mutual respect, and a sense of belonging, which enhances the overall internship experience and prepares interns for future roles in the field.

According to Neelam et al., (2018) [22], effective communication is the cornerstone of a successful internship experience. As the literature suggests, the criminal justice internship is not merely an opportunity for the practical application of classroom knowledge, but rather a chance for students to acquire valuable new material. This necessitates clear and open communication between interns and their supervisors, as the latter are responsible for guiding and mentoring the former through unfamiliar situations.

Training Competencies. The level of criminology interns’ workplace satisfaction in the Tri-Bureau along training competencies was shown in table 5C.

Data revealed that “providing training that is directly applicable to their future careers” ranked first for male criminology interns with a mean of rating of 3.64, interpreted as “highly satisfied”, while the lowest was “providing specialized training tailored to specific roles or tasks within the organization that can enhance interns’ skills and satisfaction”, “providing a structured approach to evaluating competencies that ensures interns know how their performance will be measured and provides a basis for improvement”, and “providing diverse and engaging training methods, including simulations, role-playing, and case studies that can make learning more effective and enjoyable” with the same mean ratings of 3.55, interpreted as “highly satisfied”. For female criminology interns, the highest rank was also given to “providing training that is directly applicable to their future careers” with a mean rating of 3.57, interpreted as “highly satisfied” while the lowest rank was also given to “providing diverse and engaging training methods, including simulations, role-playing, and case studies that can make learning more effective and enjoyable” with 3.44 mean rating, interpreted as “highly satisfied”.

Generally, “providing training that is directly applicable to their future careers” ranked first with 3.61

mean rating, interpreted as “highly satisfied”, while “providing diverse and engaging training methods, including simulations, role-playing, and case studies that can make learning more effective and enjoyable” ranked last with 3.50 mean rating, interpreted as “highly satisfied”. The overall mean rating of the level of interns’ workplace satisfaction in the tri-bureau along training competencies was 3.54, interpreted as “highly satisfied”.

Table 5C: Level of Interns’ Workplace Satisfaction in the Tri-Bureau along Training Competencies

Indicators	Male	Female	OM	I	R
Providing training that is directly applicable to their future careers	3.64	3.57	3.61	HS	1
Providing training from experts that enhances the learning experience and boosts satisfaction	3.61	3.51	3.56	HS	2.5
Providing clear and well-defined learning objectives that help interns understand what they are expected to achieve and how they will be assessed	3.58	3.54	3.56	HS	2.5
Providing regular, constructive feedback on performance that helps interns identify areas for improvement and build their competencies	3.58	3.50	3.54	HS	4
Providing specialized training tailored to specific roles or tasks within the organization that can enhance interns’ skills and satisfaction	3.55	3.50	3.53	HS	5
Providing a structured approach to evaluating competencies that ensures interns know how their performance will be measured and provides a basis for improvement	3.55	3.47	3.51	HS	6
Providing diverse and engaging training methods, including simulations, role-playing, and case studies that can make learning more effective and enjoyable	3.55	3.44	3.50	HS	7
Overall Mean	3.58	3.50	3.54	HS	
Interpretation	HS	HS	HS		

The results implied that the criminology interns are highly satisfied by providing them the training that is directly applicable to their future careers by their supervisors during their internship in the tri-bureau. Criminology interns are highly satisfied when supervisors provide training directly applicable to their future careers because it bridges academic knowledge with real-world practice, fostering confidence and competence. Internships in the tri-bureau covering the police, fire, and corrections agencies expose interns to the core functions, challenges, and protocols of their chosen field, enabling them to develop essential skills and a deeper understanding of their roles. Practical, hands-on experiences not only reinforce their classroom learning but also prepare them for professional demands, boosting their motivation and sense of purpose. This alignment of training with career expectations enhances satisfaction by making their efforts meaningful and career-oriented.

According to Williams et al., (2019) [23], internships have long been recognized as a vital component of criminal justice education, providing students with hands-on experience and the opportunity to apply their classroom knowledge to real-world scenarios. These internships offer students a chance to develop and hone practical skills that are directly applicable to their future careers in the tri-bureau criminology

field.

Training Opportunities. The level of criminology interns' workplace satisfaction in the Tri-Bureau along training environment was depicted in table 5D.

Findings showed that for male criminology interns, the highest rated items were “giving mentorship programs where experienced officers provide guidance, share their expertise, and offer career advice that can greatly enhance the learning experience for interns” and “providing workshops or sessions focused on career development, resume building, and interview preparation which help interns prepare for future

Table 5D: Level of Interns' Workplace Satisfaction in the Tri-Bureau along Training Opportunities

Indicators	Male	Female	OM	I	R
Giving mentorship programs where experienced officers provide guidance, share their expertise, and offer career advice that can greatly enhance the learning experience for interns	3.60	3.57	3.59	HS	1
Providing workshops or sessions focused on career development, resume building, and interview preparation which help interns prepare for future employment and enhance their overall satisfaction with the training experience	3.60	3.49	3.55	HS	3
Exposing interns in workshops, seminars, and training sessions conducted by experts that can enhance interns' knowledge and skills.	3.55	3.54	3.55	HS	3
Exposing interns to various departments or units within the agency (e.g., patrol, investigations, administration) allows interns to understand the broader workings of the agency and how different functions interrelate	3.57	3.52	3.55	HS	3
Providing regular evaluations and constructive feedback on interns' performance that help them understand their strengths and areas for improvement	3.56	3.51	3.54	HS	5
Engaging interns in simulation exercises or role-playing scenarios that helps interns practice their skills in a controlled environment	3.56	3.50	3.53	HS	6.5
Providing opportunities to develop specific skills, such as investigative techniques, report writing, and interviewing	3.52	3.53	3.53	HS	6.5
Providing access to training materials, resources, and tools that are used in real law enforcement practice that helps interns bridge the gap between theory and practice	3.55	3.44	3.50	HS	9
Providing training programs that facilitate networking with professionals in the field that allow interns to build valuable connections and gain insights into potential career opportunities	3.51	3.49	3.50	HS	9
Letting interns participate in real cases, conduct fieldwork, and engage in day-to-day operations rather than just observing	3.50	3.49	3.50	HS	9
Providing training opportunities that include exposure to specialized units (e.g., cybercrime, narcotics, homicide) allow interns to explore various career paths within law enforcement and	3.50	3.33	3.42	HS	11

gain a broader perspective					
Overall Mean	3.55	3.49	3.52	HS	
Interpretation	HS	HS	HS		

employment and enhance their overall satisfaction with the training experience” with the same mean ratings of 3.60, both interpreted as “highly satisfied”, while “letting interns participate in real cases, conduct fieldwork, and engage in day-to-day operations rather than just observing”, and “providing training opportunities that include exposure to specialized units (e.g., cybercrime, narcotics, homicide) allow interns to explore various career paths within law enforcement and gain a broader perspective” with the same mean ratings of 3.50, both interpreted as “highly satisfied”. For female criminology interns, “giving mentorship programs where experienced officers provide guidance, share their expertise, and offer career advice that can greatly enhance the learning experience for interns” was also the highest rated item with 3.57 mean rating, interpreted as “highly satisfied”, while the lowest was “providing training opportunities that include exposure to specialized units (e.g., cybercrime, narcotics, homicide) allow interns to explore various career paths within law enforcement and gain a broader perspective” with 3.33 mean rating, interpreted as “highly satisfied”.

Generally, “giving mentorship programs where experienced officers provide guidance, share their expertise, and offer career advice that can greatly enhance the learning experience for interns” was the top most rated item with a mean rating 3.59, interpreted as “highly satisfied”, while “providing training opportunities that include exposure to specialized units (e.g., cybercrime, narcotics, homicide) allow interns to explore various career paths within law enforcement and gain a broader perspective” was the lowest with 3.42 mean rating, interpreted as “highly satisfied”. The overall mean rating of the interns’ level of workplace satisfaction in the tri-bureau along training opportunities was 3.52, interpreted as “highly satisfied”.

It can be deduced from the result that criminology interns are highly satisfied by giving them mentorship programs where experienced officers provide guidance, share their expertise, and offer career advice that can greatly enhance the learning experience during their internship in the tri-bureau. Criminology interns are highly satisfied with mentorship programs where experienced officers provide guidance, share expertise, and offer career advice because these programs create a supportive environment that enhances both learning and professional development. Mentorship allows interns to gain firsthand insights into the complexities of the tri-bureau such as police, fire, and corrections operations while learning best practices and real-world applications of theoretical concepts. Through personalized guidance, mentors help interns navigate challenges, refine their skills, and build confidence, fostering a deeper connection to their chosen field. The opportunity to receive tailored career advice and learn from seasoned professionals instills a sense of direction and preparedness, making the internship experience more enriching and impactful.

According to Menezes et al., (2022) [24], criminology internships provide valuable hands-on experience for students, but the learning experience can be greatly enhanced through the implementation of mentorship programs. These programs pair interns with experienced law enforcement officers who can offer guidance, share their expertise, and provide career advice. Mentorship has been shown to have a significant positive impact on intern satisfaction, as it allows students to better understand the practical realities of the field and develop a clearer path for their future careers.

Summary of the Level of Interns' Workplace Satisfaction in the Tri-Bureau

The summary of the level of interns' workplace satisfaction in the tri-bureau was presented in table 5E.

Table 5E: Summary Table of the Level of Interns' Workplace Satisfaction in the Tri-Bureau

Indicators	Male	Female	OM	I	R
Training Social Relations	3.59	3.52	3.56	HS	1
Training Environment	3.61	3.50	3.55	HS	2
Training Competencies	3.58	3.50	3.54	HS	3
Training Opportunities	3.55	3.49	3.52	HS	4
Overall Mean	3.58	3.51	3.54	HS	
Interpretation	HS	HS	HS		

The table showed that male criminology interns gave highest rating on the indicator “training environment”, with a mean rating of 3.61, interpreted as “highly satisfied”, while the lowest rating was given to “training opportunities” with 3.55, interpreted as “highly satisfied”. For female criminology students, the highest rated item was “training social relations” with 3.52 mean rating, interpreted as “highly satisfied”, while the lowest was “training opportunities” with 3.49 mean rating, interpreted as “highly satisfied”.

General finding revealed that criminology interns gave the highest rating on the indicator “training social relations” with 3.56 mean rating, interpreted as “highly satisfied”, while the lowest was “training opportunities” with a mean rating of 3.52, interpreted as “highly satisfied”. The overall mean rating of the interns' level of workplace satisfaction was 3.54, interpreted as “highly satisfied”.

The results implied that the criminology interns are highly satisfied by providing them training about social relations by their supervisors during their internship in the tri-bureau. Criminology interns are highly satisfied when supervisors provide training on social relations during their internship in the tri-bureau because effective interpersonal skills are essential for success in law enforcement, fire protection, and corrections. Training in social relations equips interns with the ability to communicate effectively, manage conflicts, and build trust with diverse communities and colleagues. These skills are vital for fostering positive interactions, ensuring cooperation, and de-escalating tense situations in their future careers. By learning how to navigate complex social dynamics, interns feel more prepared and confident in their ability to fulfill their roles. This focus on human interaction enhances their internship experience, making it more comprehensive and aligned with real-world demands.

According to Minnes et al., (2021) [25], one key aspect of these internships that has garnered significant attention is the role of social relations training provided by supervisors to their interns. Internships serve a unique purpose for the criminal justice student, helping to bridge the gap between school and the workplace.

3.4 Significant Difference Between Workplace Satisfactions of the Criminology Interns Among Aspects

The significant difference between workplace satisfactions of the criminology interns among aspects was shown in table 6.

Table 6: Significant Difference Between Workplace Satisfactions of the Criminology Interns among Aspects

Statistical Measure	Statistical Value
N	33
H	6.21
p-value	0.101
Interpretation	Not Significant

To determine significant difference between the workplace satisfactions of the criminology interns along the aspects of training environment, training social relations, training competence., and training opportunities, the Kruskal-Walli's test was performed.

Remarkably, the results have shown that the workplace satisfactions of the criminology interns along the aspects of training environment, training social relations, training competence, and training opportunities has no significant difference. This was confirmed by the p-value 0.101, interpreted as “not significant”.

The workplace satisfaction of criminology interns across the aspects of training environment, training social relations, training competence, and training opportunities shows no significant difference because these elements are interconnected and collectively contribute to a balanced internship experience. A well-structured training environment ensures interns have access to resources and support, while strong social relations foster collaboration and effective communication. Training focused on competence builds confidence and skill proficiency, and diverse training opportunities offer avenues for growth and learning. When these aspects are consistently addressed, interns perceive them as equally important, resulting in a uniform level of satisfaction regardless of the specific focus area. This alignment underscores the holistic nature of effective internship programs.

According to Refugia (2021) [26], in the various aspects of internship experiences, little is known about the potential differences in workplace satisfaction among criminology interns. However, understanding these potential differences is crucial for ensuring positive and productive internship experiences, as well as informing the development of effective support systems and training programs that address the unique needs and challenges faced by criminology students during their internships. Examining the factors that contribute to or hinder workplace satisfaction among this population can provide valuable insights to improve the quality and outcomes of criminology internship programs.

4. CONCLUSIONS

1. The level of experiential learning during OJT in the Philippine National Police concludes that:

- Interns had a very high level of learning in terms of teamwork and collaboration. They were engaged in collaborative tasks with police officers and other team members. They learn about the importance of teamwork, including how to support colleagues, share information, and contribute to collective goals. Further, interns had a very high level of learning in adhering to protocols and procedures. Interns are trained in the importance of following established protocols and procedures to ensure that their actions are legally sound and procedurally correct.
- Interns gained a very high level of learning in terms of community policing concepts. They learn about community policing strategies and how they are applied to build relationships with community members, address local concerns, and enhance public safety. This cognitive experience helps them understand the importance of community engagement.

- Interns obtained a very high level of learning in terms of shadowing and observation. Interns gain insights into the practical aspects of policing by shadowing experienced officers and observing their daily routines.
2. The level of experiential learning during OJT in the Bureau of Fire Protection concludes that:
- Interns had a very high level of learning in terms of Emergency Response Protocols. Interns gain insight into how fire departments respond to emergencies, including the protocols for handling various types of incidents such as fires, medical emergencies, and hazardous materials spills.
 - Interns obtained a very high level of learning in terms of Technical Knowledge. Interns become familiar with the technical aspects of firefighting equipment and procedures, which helps them understand how these tools and techniques can play a role in both fire suppression and criminal investigations.
 - Interns gained a very high level of learning in terms of Firefighting Equipment and Techniques. They gain practical experience with firefighting equipment and techniques, including how to operate various tools and understand their role in both firefighting and investigating fire-related crimes.
3. The level of experiential learning during OJT in the Bureau of Jail Management and Penology concludes that:
- Interns had a very high learning in terms of Correctional Practices. Interns observe daily operations within the institution, including security procedures, inmate management, and administrative processes. This exposure helps them understand the complexities of correctional work and the importance of adherence to protocols.
 - Interns had a very high level of understanding about Institutional Dynamics. Interns learn about the complex social and psychological dynamics within correctional institutions. This includes understanding power structures, inmate hierarchies, and the impact of institutional environment on behavior.
 - Interns improved their performance thru Feedback and Evaluation. Interns receive regular feedback from supervisors and peers which is a key part of the learning process. Interns use this feedback to adjust their approaches, improve their performance, and gain a better understanding of their strengths and areas for development.
4. **The level of workplace satisfaction in the tri-bureau concludes that:**
- The interns are highly satisfied for giving them access to knowledgeable mentors who can offer advice, answer questions, and provide feedback.
 - The interns are highly satisfied for providing effective communication between them and their supervisors, as well as among team members.
 - The interns are highly satisfied for providing them training that is directly applicable to their future careers.
 - The interns are highly satisfied for giving them mentorship programs where experienced officers provide guidance, share their expertise, and offer career advice that can greatly enhance the learning experience for interns.

5. The workplace satisfactions of the criminology interns along the aspects of training environment, training social relations, training competence, and training opportunities has no significant difference. Thus, the alternative hypothesis that there is a significant difference between workplace satisfactions of the criminology interns among aspects was rejected.

5. RECOMMENDATIONS

1. The police officers handling the interns may:

- Provide more training for the interns on the importance of confidentiality, discretion, and learning how to manage sensitive information appropriately and protect privacy.
- Give more focus on investigative techniques. This will help the interns gain cognitive skills in various investigative methods, including crime scene analysis, evidence collection, and forensic techniques. Interns may learn how to process crime scenes, preserve evidence, and utilize tools and technologies for investigation.
- Engaged the interns in role-playing exercises where they take on different roles, such as officers, suspects, or witnesses. These exercises may help them understand various perspectives, develop communication skills, and practice problem-solving in a controlled environment.

2. The fire officers handling the interns may:

- Expose the interns to Multidisciplinary Approaches. This will help interns experience how fire departments work alongside police, medical services, and other agencies. They will see firsthand how multidisciplinary approaches can be crucial in handling complex emergencies.
- Expose the interns in the Interagency Collaboration. This will help interns learn how the fire department collaborates with other agencies (e.g., police, medical services) during emergencies, providing them with a broader perspective on how different entities work together in criminal investigations and emergency management.
- Involve the interns in Community Outreach and Education. Interns may be exposed to community outreach programs focused on fire safety and crime prevention to develop skills in public communication and education that are valuable for both community engagement and criminal justice.

3. The jail officers handling the interns may:

- Let the interns interact with inmates. This will help Interns get insights into the challenges and dynamics of working with a diverse population by engaging with inmates. They will learn about the importance of communication skills, empathy, and maintaining professional boundaries.
- Allow the interns evaluate the effectiveness of various rehabilitation and correctional programs. This will help them learn to assess whether these programs meet their goals, such as reducing recidivism or improving inmate behavior, by analyzing data and outcomes.
- Involve the interns in Role-Playing and Simulation. This will help interns practice responses to various scenarios, such as conflict resolution or emergency situations. These activities may provide practical experience in a controlled environment, enhancing their problem-solving and decision-making skills.

4. The tri-bureau personnel may provide hands-on experience and real-world applications of theoretical knowledge to the interns. Hands-on experience and real-world applications are vital for criminology interns, as they prepare them for successful careers by providing practical skills, professional

insights, and a deeper understanding of the field. This approach not only enhances their educational experience but also contributes to their growth as competent and effective professionals.

5. The tri-bureau personnel may provide regular, constructive feedback from supervisors and mentors to help interns understand their strengths and areas for improvement, contributing to a positive learning experience.
6. The tri-bureau personnel may provide diverse and engaging training methods, including simulations, role-playing, and case studies that can make learning more effective and enjoyable.
7. The tri-bureau personnel may provide training opportunities that include exposure to specialized units (e.g., cybercrime, narcotics, homicide) to allow interns explore various career paths within law enforcement and gain a broader perspective.

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