

# **The Criminology Internship Program of OLPC: Its Impact on the Graduates' Personal and Professional Development**

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## **ABSTRACT**

This study investigates the impact of the Criminology Internship Program on the personal and professional development of Bachelor of Science in Criminology graduates from two campuses of OLPC. It explores respondents' demographic profiles and assesses the structure and implementation of the internship program, including objectives, deployment, responsibilities, and post-internship requirements. The research evaluates interns' performance as perceived by industry supervisors and examines variations in performance and perception based on age, gender, civil status, and school affiliation. Findings reveal that interns consistently received "Outstanding" ratings from supervisors, indicating strong preparation across demographics. However, differences in perception and experience were evident: older, male, and married interns generally exhibited greater responsibility and stronger professional relationships. Additionally, OLPC-SMI students reported more robust internship experiences than their OLPC-C counterparts. The program significantly contributed to both personal development—enhancing core values, attitudes, interpersonal skills, and civic awareness—and professional growth, particularly in administrative and field operational skills. However, gaps remain in technical and employability skills development. The study concludes that while the internship program is highly effective in preparing students for criminology careers, targeted interventions and a standardized policy are recommended to address demographic disparities and strengthen overall program delivery. Recommendations include institutional collaboration with industries, curriculum updates based on internship feedback, and the implementation of uniform internship policies across campuses. These findings provide valuable insights for stakeholders seeking to optimize internship programs and enhance the readiness of criminology graduates for real-world challenges.

**Keywords:** Criminology Internship, Personal Development, Professional Development

## **INTRODUCTION**

Internship programs offer invaluable project-based learning experiences, aiding in students' career and personal development by bridging the gap between theory and practice. However, financial constraints, including tuition fees and lost wages, coupled with significant time commitments, pose barriers for many students. Despite these challenges, internships remain vital for preparing students for professional roles. Addressing these issues is crucial to ensure equitable access to transformative learning experiences and foster a diverse and skilled workforce for the future.

This study aims to assess the quality and relevance of the Criminology internship program and its impact on the graduates' personal and professional development. Additionally, the study aims to correct the misconceptions about internships being merely cheap labor and to highlight their true value in preparing

students for professional success. Through localized insights, this research will offer targeted recommendations to enhance the internship program, ultimately contributing to a more skilled and diverse workforce.

Through the personal experience of the researcher as a former internship adviser and in his current role as the Program Chair of the College of Criminology at OLPCSMI, he had the privilege of closely observing the journey of the criminology students during internships with various agencies like the Philippine National Police (PNP), the Bureau of Jail Management and Penology (BJMP), and the Bureau of Fire Protection (BFP). He has witnessed how internships serve as a transformative phase for students, many of them stepping out of their comfort zones to gain hands-on experience in law enforcement, corrections, and fire safety.

In particular, students interning at the PNP have shared their experiences in patrols and community engagements that helped them develop stronger problem-solving skills and enhanced their communication with the public. Those assigned to the BJMP expressed how they learned about the complex nature of corrections, including the rehabilitation of inmates, which broadened their understanding of criminal justice. Meanwhile, students interning with the BFP noted the importance of quick decision-making and teamwork, especially when faced with emergencies. These experiences have undeniably sharpened both their technical skills and their personal growth.

The researcher conducted this study to address several critical needs. Internships are essential for bridging the gap between theoretical knowledge and practical application, ensuring that students can effectively translate classroom learning into real-world scenarios.

### **Research Questions**

This study aimed to determine the impact of the Criminology internship program on the personal and professional development of Criminology graduates of Our Lady of the Pillar College-San Manuel Incorporated, San Manuel Isabela and Our Lady of the Pillar College-Cauayan Inc, Cauayan City Isabela School Year 2023-2024.

Specifically, this study sought to gather pertinent answers to the following questions.

1. What is the profile of the respondents in terms of the following variables?
  - a. Age
  - b. Gender
  - c. Civil Status
  - d. School
2. What is the nature of BS criminology graduates Internship Program in terms of:
  - a. Internship Objectives
  - b. Student Eligibility Requirements for Internship
  - c. Internship Deployment
  - d. Duration of Internship Period (Time and Days)
  - e. Internship Responsibilities/Work given in the OJT place
  - f. Requirement After Internship
3. How do the BS Criminology Graduates perform in their internship as perceived by their industry supervisors?
4. Do the BS Criminology Graduates significantly differ in their internship performance when grouped according to their profile?

5. How do the BS Criminology Graduates perceive their internship experience in terms of the following:
  - a. Attainment of Internship objectives
  - b. Responsibilities/work given them by the employer during Internship
  - c. Relationship between the supervisor/employer and the Internship trainees
6. Is there a significant difference in the BS Criminology graduates' perception on their internship experience when grouped according to their profile?
7. How does the internship program impact on the BS Criminology Graduates in terms of:
  - a. **Personal Development**
    - b. Personal
    - c. Core values
    - d. Individual attitude and initiative
    - e. Attitudes towards future career
    - f. Interpersonal (social) aspects
    - g. Academics
    - h. Civic aspects
  - i. **Professional Development**
    - j. Administrative skills
    - k. Technical skills
    - l. Field operational Skills
    - m. Organizational supervision
    - n. Occupational aspects
    - o. Employability skills development

## METHODOLOGY

### Research Design

In order to see the general picture of the impact of Internship Program on the professional and personal development of BS Criminology students, the researcher used quantitative methods to answer the aforementioned problem and to justify the objectives of the study. Specifically, descriptive and analysis methods.

According to SIS International Research (2023), quantitative research involves the use of computational, statistical, and mathematical tools to derive results. Research that structured the way of collecting and analyzing data obtained from different sources. In this study, the descriptive analysis method was also used to describe, show or constructively summarize data points such that patterns might emerge that fulfill every condition of the data.

### Locale of the Study

The research was conducted in Our Lady of the Pillar College San Manuel Incorporated (OLPC-SMI) in Purok Rang-Ayan, Barangay District No. 3, San Manuel, Isabela, and Our Lady of the Pillar College – Cauayan in Barangay San Fermin, Cauayan City, Isabela. These institutions embody the Pillarican Philosophy of Education, emphasizing lifelong transformation through evangelization and prioritizing peace, justice, love for humanity, and environmental stewardship. OLPC is committed to forming a Christ-centered community for social transformation, providing holistic Catholic education while fostering a culture of excellence and social responsibility. With core values including people-centeredness,

excellence, and social consciousness, the College of Criminology departments aim to produce competent graduates equipped with knowledge and skills to address crime control issues and contribute to nation-building with moral integrity. Through integral evangelization, OLPC prepares graduates to be critical thinkers, independent, and globally competitive with a focus on societal impact.



**Figure 1. Map of the Locale**

### **Selection and Description of Respondents**

The study focused on the graduates of the BS Criminology program for the AY 2023-2024. Total enumeration of the 57 BS Criminology graduates of OLPC and 51 Criminology graduates of OLPSMI were taken as respondents.

### **Data Gathering Procedure**

Before the conduct of the study, the researcher first secured a permit to conduct the study by requesting and filing it with the office of the dean. The researcher then identified the respondents by visiting the School Registrar and obtaining the records of graduating students who had participated in the internship program. The researcher personally administered the questionnaire by personally distributing it to the respondents. For the interview portion, he recorded the interviews with the consent of the interviewees for thematic analysis purposes. Additionally, he retrieved the Community-Based Performance Evaluation Grades by visiting the internship adviser and requesting the records of graduates who had been part of the internship program for the school year 2023-2024. After gathering all the necessary data, the data were tallied and analyzed with the assistance.

### **Statistical Treatment of Data**

To interpret and analyze the data, the researcher used the following statistical tools:

**Frequency and percentage count.** This was used to analyze the profile of the respondents, the nature of the students' internship program and the student performance in their internship as perceived by their industry supervisors.

**T-Test Analysis:** The T-test was used to assess whether there are significant differences in internship performance or perceptions of the graduates.

**Analysis of Variance (ANOVA)** This was used to determine whether there are significant differences in the internship performance of the respondents when grouped according to their profile. Additionally, it was used to determine if there is a significant difference in the student interns' perception of their internship experience when grouped according to their profile.

**Weighted Mean.** This tool was used to assess how student interns perceive their internship experience and the impact of the internship program on students in terms of personal development and professional development.

## RESULTS AND DISCUSSION

### 1. What is the profile of the respondents in terms of the following variables?

#### a. Age

**Table 1.1**

Frequency and Percentage Distribution of Respondents According to Age

| Age   | Frequency | Percentage |
|-------|-----------|------------|
| 21    | 11        | 10.19      |
| 22    | 57        | 52.78      |
| 23    | 32        | 29.63      |
| 24    | 7         | 6.48       |
| 25    | 1         | 0.93       |
| Total | 108       | 100        |

Table 1.1 shows the age distribution of the respondents. The data reveals that majority, or 52.78%, of the respondents are 22 years old, 32 or 29.63% are 23 years old, 11 or 10.19% are 21 years old, seven or 6.48% are 24 years old, and one or 0.93% is 25 years old. This aligns with the typical age range of criminology students completing their program or internships, as most students enter college around 18 years old and complete a four-year program by age 22. The presence of respondents aged 21, 23, 24, and 25 can be attributed to various academic and personal factors. Some students started college at an earlier age, enabling them to graduate at 21. Others may have experienced delays due to academic challenges, changing courses, taking leaves of absence, or balancing work and studies, resulting in graduation at 23, 24, or 25 years old.

#### b. Gender

**Table 1.2**

Frequency and Percentage Distribution of Respondents According to Sex

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| FEMALE | 37        | 34.3       |
| MALE   | 71        | 65.7       |
| Total  | 108       | 100.0      |

Table 1.2 shows that the majority, or 65.7%, of the respondents are male, and 37 or 34.3% are female. The data reflect the typical gender distribution in criminology programs. This disparity may be attributed to

societal perceptions and traditional gender roles, where careers in law enforcement, security, and public safety are often seen as male-dominated fields. Additionally, the physical and tactical training components of criminology programs may attract more male students.

## b. Civil Status

**Table 1.3**

Frequency and Percentage Distribution of Respondents According to Civil Status

| Civil Status | Frequency | Percentage |
|--------------|-----------|------------|
| MARRIED      | 4         | 3.7        |
| SINGLE       | 104       | 96.3       |
| Total        | 108       | 100.0      |

Table 1.3 shows that 96.3% of the respondents are single, and 3.7% are married. The predominance of single respondents may be due to the focus of most criminology students on completing their education and preparing for their careers before settling down. Additionally, the demanding nature of the criminology program, including internships and training, may make balancing academic and marital responsibilities challenging.

The number of married respondents is those students who pursued higher education later in life, balanced studies with family responsibilities, or married during their academic journey.

## d. School

**Table 1.4**

Frequency and Percentage Distribution of Respondents According to School

| School          | Frequency | Percentage |
|-----------------|-----------|------------|
| OLPC-Cauayan    | 57        | 52.8       |
| OLPC-San Manuel | 51        | 47.2       |
| Total           | 108       | 100.0      |

Table 1.4 shows the distribution of respondents by school. There are 57 or 52.8% graduates from OLPC-Cauayan and 51 or 47.2% graduates from OLPC-San Manuel. This balanced representation allows for a comparative analysis of the internship program's impact.

## 2. What is the nature of the BS Criminology graduates' Internship Program in terms of:

### a. Objectives of the Internship Program

**Table 2.1** The Nature of the Criminology Internship Program: In terms of the Objectives of the Internship Program as Perceived by the Students

| Objectives of Internship  | Frequency | Percentage |
|---|-----------|------------|
| Provide students with opportunities to apply theoretical knowledge gained during their criminology studies to real- | 86        | 79.60      |



|   |           |              |
|---|-----------|--------------|
| life situations, bridging the gap between academic learning and professional practice.  |           |              |
| Help students develop essential skills required in the field of criminology, such as crime prevention, investigation, law enforcement, and criminal justice administration.                     | <b>78</b> | <b>72.20</b> |
| Expose students to various criminology-related roles, such as police officers, forensic specialists, correction officers, and roles in criminal justice agencies.                               | <b>57</b> | <b>52.80</b> |
| Allow students to develop critical thinking, problem-solving, and decision-making abilities in a controlled, supervised environment.  | <b>65</b> | <b>60.20</b> |
| Instill the importance of ethical practices, adherence to laws, and the values of justice, integrity, and professionalism that are expected in the criminology field.                           | <b>59</b> | <b>54.60</b> |
| Provide opportunities for students to engage in leadership roles and improve their communication skills, crucial for interacting with colleagues, law enforcement personnel, and the community. | <b>70</b> | <b>64.80</b> |
| Equip students with practical experiences that enhance their employability, giving them an edge when entering the workforce as licensed criminologists.   | <b>59</b> | <b>54.60</b> |
| Expose students to current issues, trends, and challenges in the criminal justice system, including emerging forms of crime and technological advancements.                                     | <b>45</b> | <b>41.70</b> |

Table 2.1 presents the objectives of the Internship Program as perceived by the students. The greater majority of the students claim that the objective of the Internship Program is to provide students with opportunities to apply theoretical knowledge to real-life situations, with a frequency count of 86 or 79.6%, followed by helping students develop essential criminology skills with a frequency count of 78 or 72.2%, and engaging in leadership roles while improving communication skills with a frequency count of 78 or 64.8%. On the other hand, 41.7% highlights exposure to current issues and trends in the criminal justice system. This indicates a gap in understanding the broader scope of the internship experience.

The varying responses suggest that not all students are fully aware of the comprehensive objectives of the internship program. This could affect how effectively students align their activities with the intended learning outcomes, underscoring the need for clearer communication of the program's goals to ensure a well-rounded professional development experience.

These findings underscore the program's holistic approach to bridging academic learning with professional development and workforce readiness. According to a study by Smith and Johnson (2020), internships are essential in connecting academic knowledge with practical skills and improving students' employability in the criminology field.

## b. Requirements of Internship Program

**Table 2.2**

Frequency and Percentage Distribution of Respondents' Answers When Asked About the Requirements of Internship Program

| Requirement of Internship Program | Frequency | PERCENTAGE |
|-----------------------------------|-----------|------------|
| Personal Data Sheet               | 57        | 52.80      |
| Resume                            | 83        | 76.90      |
| Internship Manual                 | 90        | 83.30      |
| Medical Certificate               | 60        | 55.60      |
| letter of intent                  | 26        | 24.10      |

Table 2.2 presents the frequency and percentage distribution of respondents according to the requirements set by the school for the internship program. Ninety or 83.3% of the respondents say that the Internship Manual is a requirement for the Internship; 76.9% say that the Resume is required, and 55.6% mentioned the Medical Certificate and 52.8%, claim that the Personal Data Sheet is a requirement, and 24.1% indicated the need for a Letter of Intent. It is noted that none of the respondents mentioned the academic requirement as a prerequisite for the internship. As a policy, students must have cleared and passed all major subjects, except those offered concurrently with the internship subject, before fully engaging in the internship program.

These findings imply that not all the students are aware of the requirements for internship. The lack of awareness and non-submission of these requirements may be attributed to lack of communication and orientation regarding the complete set of prerequisites for the internship program. It is possible that the information was not clearly disseminated, or that students did not fully understand. It also suggests that the school prioritizes standard documentation to ensure student readiness for internships. According to Dela Cruz and Santos (2021), clear and consistent internship requirements are crucial in preparing students for professional engagement and ensuring compliance with industry standards.

## p. Assignment during Internship Program

**Table 2.3**

Frequency and Percentage Distribution of Respondents According to their Internship Assignment

| Agency | Frequency | Percentage |
|--------|-----------|------------|
| BJMP   | 108       | 100.00     |
| PNP    | 108       | 100.00     |
| BFP    | 108       | 100.00     |
| SCHOOL | 108       | 100.00     |

Table 2.3 presents the frequency and percentage distribution of respondents according to their assignments during the internship program. The data indicates that all of the 108 respondents were assigned across multiple agencies, including the Bureau of Jail Management and Penology (BJMP), the Philippine National Police (PNP), the Bureau of Fire Protection (BFP), and their respective schools. This suggests that the internship program at OLPC ensures comprehensive exposure to various criminology-related



institutions, allowing students to gain practical experience in law enforcement, fire safety, correctional management, and academic settings.

According to Mendoza and Cruz (2020), diverse internship assignments across different agencies enhance students' adaptability, practical skills, and understanding of inter-agency collaboration in the criminal justice system. By integrating field experience in these key institutions, the program equips graduates with a well-rounded perspective, preparing them for professional roles in law enforcement and public safety.

## q. Length of Internship Program

**Table 2.4**

Frequency and Percentage Distribution According to Length of Internship Program

| D. Length of Internship Program | Frequency  | PERCENTAGE |
|---------------------------------|------------|------------|
| MORE THAN 68 DAYS / 540 HOURS   | 42         | 38.90      |
| LESS THAN 68 DAYS / 540 HOURS   | 16         | 14.80      |
| EXACTLY 68 DAYS / 540 HOURS     | 50         | 46.30      |
| <b>TOTAL</b>                    | <b>108</b> | <b>100</b> |

Table 2.4 presents the frequency and percentage distribution of respondents according to the length of their internship program. Most, or 46.3%, of the respondents completed exactly the required number of 68 days or 540 hours. Meanwhile, 38.9% had their internship for more than the required 68 days or 540 hours. A small portion, or 14.8%, had their internship for less than the required 68 days or 540 hours.

These findings suggest that while most students meet the standard internship duration, a significant number exceeded the requirement, potentially gaining additional practical experience. However, the fact that some students completed fewer hours than required indicates a possible gap in monitoring and compliance. This may also reflect a lack of awareness or clarity regarding the need to fulfill the 540-hour requirement. Such inconsistencies could affect the uniformity of the internship experience and learning outcomes, highlighting the need for better communication and stricter enforcement of the program's requirements to ensure all students meet the expected standards.

According to a study by Martin and Green (2021), the duration of internships plays a crucial role in ensuring that students gain comprehensive exposure to the practical demands of their field.

## r. Responsibilities / Work given by the partner agencies

**Table 2.5**

Frequency and Percentage Distribution of Respondents According to Responsibilities / Work Given by the Partner Agencies

| Responsibilities / Work given in the OJT place?                         | YES |       | NO |      | Total |
|---|-----|-------|----|------|-------|
|   | f   | %     | f  | %    |       |
| Were you assigned tasks such as filing and organizing documents?        | 108 | 100   | 0  | 0    | 108   |
| Did you encode case reports or data into a database or system?          | 50  | 46.29 | 58 | 53.7 | 108   |
| Were you involved in preparing presentations or reports for the office? | 93  | 86.11 | 15 | 13.9 | 108   |

|  |     |       |     |       |     |
|--|-----|-------|-----|-------|-----|
| Were you able to observe ongoing criminal investigations?                      | 93  | 86.11 | 15  | 13.9  | 108 |
| Did you assist in drafting investigation reports?                              | 85  | 78.70 | 23  | 21.3  | 108 |
| Were you asked to organize evidence or maintain evidence logs?                 | 54  | 50    | 54  | 50    | 108 |
| Did you participate in community crime prevention activities?                  | 51  | 47.22 | 57  | 52.78 | 108 |
| Were you involved in crime awareness campaigns or seminars?                    | 93  | 86.11 | 15  | 13.9  | 108 |
| Were you allowed to observe officers during patrols or operations?             | 108 | 100   | 0   | 0     | 108 |
| Did you assist in booking, detention procedures, or other station operations?  | 92  | 85.18 | 16  | 14.82 | 108 |
| Did you attend court hearings or observe legal proceedings?                    | 50  | 46.29 | 58  | 53.71 | 108 |
| Were you asked to assist in preparing legal documents or case files for court? | 1   | .009  | 107 | 99.99 | 108 |

Table 2.5 presents the frequency and percentage distribution of respondents according to the responsibilities and work assigned during their internship. All 108 respondents (100%) were tasked with filing and organizing documents and were allowed to observe officers during patrols or operations. A frequency of 93 respondents (86.1%) participated in preparing presentations or reports for the office, observing ongoing criminal investigations, and involvement in crime awareness campaigns or seminars. A significant portion, 85 respondents (78.7%), assisted in drafting investigation reports, while 54 respondents (50%) were asked to organize evidence or maintain evidence logs. Fifty-one respondents (47.2%) participated in community crime prevention activities; 50 respondents (46.3%) were asked to encode case reports or data into a database or system. Additionally, 50 respondents (46.3%) attended court hearings or observed legal proceedings, while only one respondent (0.9%) was asked to assist in preparing legal documents or case files for court.

While the data indicates a high engagement in various responsibilities and work assignments, the "No" responses reveal disparities in the experiences of the respondents. Notably, 58 respondents (53.7%) were not involved in encoding case reports or data into a database or system, and 57 respondents (52.8%) did not participate in community crime prevention activities. Additionally, 50 respondents (50%) were not asked to organize evidence or maintain evidence logs, and the same number did not attend court hearings or observe legal proceedings. Nearly all respondents (99.1%) did not assist in preparing legal documents or case files for court.

These differences in experiences can be attributed to several factors. One significant reason is the varied internship placements. Students were assigned to different partner agencies, each with distinct operational focuses and requirements. Some agencies may have prioritized administrative tasks over field operations, resulting in unequal exposure to certain responsibilities. Additionally, the availability of opportunities plays a crucial role, as certain tasks, such as attending court hearings or participating in community crime prevention activities, depend on the timing and availability of such events. Interns placed during periods with fewer such activities would naturally miss these experiences.

The nature of the agency's work also contributed to the varying experiences. Some agencies may not handle specific tasks regularly. For example, legal document preparation may not be a common duty in all criminology-related offices, limiting the chances for interns to engage in this responsibility. Furthermore, agency policies and restrictions could limit interns' involvement in sensitive tasks, such as maintaining evidence logs or encoding case reports, especially if these tasks involve confidential information or require

specialized training. Differences in internship duration and scheduling could also play a role, as interns with shorter placements or limited availability may not have been present during key activities.

These findings underscore the diverse and practical nature of the internship experience, offering students exposure to a wide range of essential tasks within the criminology field. They also highlight the need for a more standardized approach to internship programs to ensure that all students receive a balanced and comprehensive exposure to the practical demands of their field. This could involve establishing clearer expectations with partner agencies and creating rotational schedules that allow interns to experience a broader range of tasks. According to a study by Reyes and Cruz (2022), involving students in such practical responsibilities greatly contributes to their professional development and preparedness for the workforce.

## s. Requirements after Internship

**Table 2.6**

Frequency and Percentage Distribution of Respondents According to their Responses on the Requirements after the Internship

| <b>Requirements to be complied with after your internship.</b> | <b>Frequency</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------------|
| Narrative report   | <b>93</b>        | <b>86.10</b>      |
| Internship manual  | <b>92</b>        | <b>85.20</b>      |
| Certificate of Completion                                      | <b>80</b>        | <b>74.10</b>      |
| Others (please specify)  | <b>1</b>         | <b>0.90</b>       |

Table 2.6 presents the frequency and percentage distribution of respondents based on their answers to the requirements after the internship. A Narrative Report is required after an Internship, according to 93 respondents (86.1%); 85.2% mentioned the Internship Manual as a requirement, and 74.1% mentioned that a Certificate of Completion needs to be submitted after the Internship.

The variation in the submission of requirements can be attributed to several factors. One significant reason is the differences in communication and guidance provided to the interns. Some students may not have been fully informed about all the required documents or may have received inconsistent instructions from their supervisors or coordinators. Additionally, variations in internship experiences and tasks could lead to differences in the documents needed for completion. For example, certain partner agencies may have specific forms or reports that are not universally required by all agencies, leading to discrepancies in what is submitted.

Another factor could be the individual circumstances of the interns, such as time constraints, availability of supporting documents, or challenges in completing the required paperwork. Some students may have encountered difficulties in acquiring the Certificate of Completion from their assigned agencies, especially if there were delays or issues in the documentation process. The 0.9% of respondents who indicated "other" requirements may have been asked to submit unique documents not typically required, such as special reports, feedback forms, or additional certifications based on the specific nature of their internship placement.

These findings highlight the need for clearer guidelines and standardized requirements to ensure uniformity in the submission process. Strengthening communication between the school, partner agencies, and interns can help avoid confusion and ensure that all students are aware of and able to comply with the

requirements. According to Cruz and Villanueva (2019), post-internship requirements, such as narrative reports and certificates, play a vital role in assessing the effectiveness of internship programs and preparing students for future employment.

### 3. How do the BS Criminology Graduates perform in their internship as perceived by their industry supervisors?

**Table 3.1**

Mean Distribution of Respondents According to Criminology Internship Performance as Perceived by the Industry Supervisors.

| Ratin<br>g       | Interp<br>re-<br>tation | BJMP       |     |       |     | BFP        |     |           |     | PNP        |     |           |     | SCHOOL     |     |       |     |
|------------------|-------------------------|------------|-----|-------|-----|------------|-----|-----------|-----|------------|-----|-----------|-----|------------|-----|-------|-----|
|                  |                         | OLPS<br>MI |     | OLPCC |     | OLPS<br>MI |     | OLPC<br>C |     | OLPS<br>MI |     | OLPC<br>C |     | OLPS<br>MI |     | OLPCC |     |
|                  |                         | f          | %   | f     | %   | f          | %   | f         | %   | f          | %   | f         | %   | f          | %   | f     | %   |
| 90<br>&abo<br>ve | O                       | 47         | 92  | 57    | 100 | 51         | 100 | 57        | 100 | 51         | 100 | 52        | 91  | 51         | 100 | 57    | 100 |
| 85-88            | VS                      | 4          | 8   | -     | -   | -          | -   | -         | -   | -          | -   | 5         | 9   | -          | -   | -     | -   |
| 81-84            | S                       | -          | -   | -     | -   | -          | -   | -         | -   | -          | -   | -         | -   | -          | -   | -     | -   |
| 76-80            | F                       | -          | -   | -     | -   | -          | -   | -         | -   | -          | -   | -         | -   | -          | -   | -     | -   |
| 75<br>&bel<br>ow | NI                      | -          | -   | -     | -   | -          | -   | -         | -   | -          | -   | -         | -   | -          | -   | -     | -   |
| TOTAL            |                         | 51         | 100 | 57    | 100 | 51         | 100 | 57        | 100 | 51         | 100 | 57        | 100 | 51         | 100 | 57    | 100 |
| Mea Rating       |                         | 94.96      |     | 96.17 |     | 96.1       |     | 95.2      |     | 96.39      |     | 96.28     |     | 95.68      |     | 95.8  |     |
| Grand Mean       |                         | 95.57      |     |       |     | 95.61      |     |           |     | 96.34      |     |           |     | 95.74      |     |       |     |

Table 3.1

Mean Distribution of Respondents According to Criminology Internship Performance as Perceived by the Industry Supervisors

Table 3.1 presents the performance evaluation of students across different institutions such as the Bureau of Jail Management and Penology (BJMP), Bureau of Fire Protection (BFP), Philippine National Police (PNP), and the school. The ratings are categorized into five descriptive interpretations: Outstanding (90 & above), Very Satisfactory (85-89), Satisfactory (81-84), Fair (76-80), and Needs Improvement (75 & below). The evaluation compares the performance of students from two campuses, OLPCC and OLPC-SMI, highlighting their achievements during their internship programs.

The data reveals that the majority of students received an "Outstanding" rating across all institutions. Specifically, 100% of OLPCC students and 92% of OLPC-SMI students were given an Outstanding rating by the BJMP supervisor. The BFP supervisor gave the students of both campuses an Outstanding rating. At the PNP, 91% of the OLPCC students got an Outstanding rating, and 9% were given a Very Satisfactory grade, while 100% of OLPC-SMI students were rated Outstanding. Similarly, in the school

setting, in both campuses, 100% of the students got an Outstanding rating. This trend of high performance underscores the effectiveness of the training and education provided to the students.

The mean ratings reflect the overall performance of each institution based on the ratings given by the partner agencies. The students' mean rating in their OJT at the BJMP is 96.17 for OLPC and 94.96 for OLPC-SMI, with a general mean of 95.57. The BFP gave a mean rating of 95.2 for OLPC and 96.1 for OLPSMI, resulting in a general mean of 95.61 or Outstanding. The PNP gave the highest mean rating of 96.28 for OLPC students and a mean rating of 96.39 for OLPSMI students, with a general mean of 96.34 for both campuses. The students also demonstrated an Outstanding performance in the school-based training as shown by the mean ratings of 95.8 for OLPC and 95.68 for OLPC-SMI, with a general a combined mean of 95.74.

Overall, the results indicate a high level of competency and readiness among the students, particularly in practical and professional settings. The slightly higher performance of OLPC students in most institutions suggests a consistent academic and institutional approach that benefits student development. The findings support the positive impact of the Criminology Internship Program on graduates' personal and professional growth, aligning with the study's objectives to evaluate the effectiveness of the program in preparing students for real-world challenges.

#### 4. Do the BS Criminology Graduates significantly differ in their internship performance when grouped according to their profile?

##### a. Age

**Table 4.1**

Result of the Test of Significant Difference in the Internship Performance  
When Grouped According to the Respondents' Age

| Agencies      | AGE | Mean | p-value | Hypotheses   | Significance    |
|---------------|-----|------|---------|--------------|-----------------|
| <b>BJMP</b>   | 21  | 96   | 0.9486  | Accept $H_0$ | Not Significant |
|               | 22  | 96   |         |              |                 |
|               | 23  | 96   |         |              |                 |
|               | 24  | 95.7 |         |              |                 |
|               | 25  | 96.5 |         |              |                 |
| <b>PNP</b>    | 21  | 95.3 | 0.8819  | Accept $H_0$ | Not Significant |
|               | 22  | 95.8 |         |              |                 |
|               | 23  | 95.5 |         |              |                 |
|               | 24  | 95.4 |         |              |                 |
|               | 25  | 97   |         |              |                 |
| <b>BFP</b>    | 21  | 96.5 | 0.9648  | Accept $H_0$ | Not Significant |
|               | 22  | 96.3 |         |              |                 |
|               | 23  | 96.3 |         |              |                 |
|               | 24  | 96   |         |              |                 |
|               | 25  | 96   |         |              |                 |
| <b>SCHOOL</b> | 21  | 96   | 0.8905  |              | Not Significant |
|               | 22  | 96.2 |         |              |                 |

|  |    |      |  |                       |  |
|--|----|------|--|-----------------------|--|
|  | 23 | 96.1 |  | Accept H <sub>0</sub> |  |
|  | 24 | 95.8 |  |                       |  |
|  | 25 | 96   |  |                       |  |

Table 4.1 presents the result of the test significant difference in the Internship performance of the respondents when grouped according to age. The results indicate p-values greater than 0.05 significance level for different age groups in the four agency partners which led to the acceptance of the null hypothesis. This indicates that there is no significant difference in internship performance of students in the BJMP, BFP, PNP, and school when grouped according to age.

The data reveals that the Criminology Internship Program of both campuses provides a standardized and effective training experience for students of all ages. The results highlight that regardless of age, graduates are equally capable of performing their roles in law enforcement, corrections, fire protection, and academic settings. These findings are in line with García et al.'s (2019), findings that internship programs contribute to the development of professional competencies irrespective of demographic differences.

## b. Gender

**Table 4.2**

Result of the Test of Significant Difference in the Students' Internship Performance When Grouped According to the Respondents' Gender

| Agencies | Gender | Mean  | p-value | Hypotheses            | Significance    |
|----------|--------|-------|---------|-----------------------|-----------------|
| BJMP     | Male   | 96.19 | 0.636   | Accept H <sub>0</sub> | Not Significant |
|          | Female | 96.05 |         |                       |                 |
| PNP      | Male   | 96    | 0.777   | Accept H <sub>0</sub> | Not Significant |
|          | Female | 96.11 |         |                       |                 |
| BFP      | Male   | 96.15 | 0.821   | Accept H <sub>0</sub> | Not Significant |
|          | Female | 96.08 |         |                       |                 |
| SCHOOL   | Male   | 95.96 | 0.986   | Accept H <sub>0</sub> | Not Significant |
|          | Female | 95.97 |         |                       |                 |

Table 4.2 presents the result of the test of significant difference in the performance of graduates in the Criminology Internship Program when grouped according to gender. The data reveal that the mean scores of male and female respondents across various internship agencies—Bureau of Jail Management and Penology (BJMP), Philippine National Police (PNP), Bureau of Fire Protection (BFP), and school-based assignments—are closely similar, with only slight variations. With p-values exceeding the standard 0.05 significance level, the null hypothesis is accepted in all cases, indicating that there is no significant difference in students' internship performance when grouped by gender in any of the partner agencies. Male and female graduates showed similar performance in the BJMP, BFP, PNP and school which means that gender does not affect their performance.

These results highlight the fairness and inclusivity of the Criminology Internship Program. The minimal differences in scores confirm that both male and female graduates are equally prepared for roles in law enforcement, corrections, fire protection, and academic settings. This finding corresponds to the research of García et al. (2019), which cited that internship programs are designed to foster professional competencies without bias toward gender, and with the work of Adrienne E. Franklin (2017), which



emphasized the development of life skills through internships, indicating that such programs contribute to equitable professional growth for all students, regardless of gender.

## c. Civil Status

**Table 4.3**

Result of the Test of Significant Difference in the Students' Internship Performance When Grouped According to Civil Status.

| Agencies | Civil Status | Mean  | p-value | Hypotheses   | Significance    |
|----------|--------------|-------|---------|--------------|-----------------|
| BJMP     | Single       | 96.08 | 0.5055  | Accept $H_0$ | Not Significant |
|          | Married      | 96.5  |         |              |                 |
| PNP      | Single       | 95.14 | 0.6398  | Accept $H_0$ | Not Significant |
|          | Married      | 94.5  |         |              |                 |
| BFP      | Single       | 96.14 | 0.9498  | Accept $H_0$ | Not Significant |
|          | Married      | 96    |         |              |                 |
| SCHOOL   | Single       | 95.68 | 0.0577  | Accept $H_0$ | Not Significant |
|          | Married      | 96.75 |         |              |                 |

Table 4.3 presents the result of the test of significant difference in the Internship performance of students when grouped according to civil status. The results indicate minimal variations in mean scores between single and married graduates across all agencies, with p-values exceeding the standard 0.05 significance level. As a result, the null hypothesis is accepted in all cases, indicating that there is no significant difference in internship performance of the students when grouped by civil status in any of the internship agencies.

The findings imply that the Criminology Internship Program of OLPC and OLPSMI provides an equitable learning experience regardless of civil status. Both single and married graduates exhibit similar levels of competence, indicating that personal circumstances do not affect their ability to perform in various law enforcement, correctional, fire protection, and academic roles. These findings resonate with those in García et al.'s (2019) study, which emphasizes that internship programs are designed to support the professional development of all students, independent of personal factors such as civil status.

## d. School

**Table 4.4**

Result of the Test of Significant Difference in the Students' Internship Performance When Grouped According to their School.

| Agencies | School  | Mean | p-value | Hypotheses   | Significance    |
|----------|---------|------|---------|--------------|-----------------|
| BJMP     | OLPCC   | 96.3 | 0.087   | Accept $H_0$ | Not Significant |
|          | OLPCSMI | 96.1 |         |              |                 |
| PNP      | OLPCC   | 95.3 | 0.072   | Accept $H_0$ | Not Significant |
|          | OLPCSMI | 95   |         |              |                 |
| BFP      | OLPCC   | 96.2 | 0.093   | Accept $H_0$ | Not Significant |
|          | OLPCSMI | 96   |         |              |                 |
| SCHOOL   | OLPCC   | 96   | 0.079   | Accept $H_0$ | Not Significant |

|  |         |      |  |  |  |
|--|---------|------|--|--|--|
|  | OLPCSMI | 95.8 |  |  |  |
|--|---------|------|--|--|--|

Table 4.4 presents the result of the test of significant difference in the Internship performance of students when grouped according to the school they come from. The results show slight variations in mean scores between graduates of Our Lady of the Pillar College Cauayan (OLPCC) and Our Lady of the Pillar College San Manuel Inc. (OLPCSMI). However, all p-values are greater than the standard 0.05 significance level, leading to the acceptance of the null hypothesis in all cases. This indicates that there is no significant difference in internship performance of the students of OLPCC and OLPSMI in the four partner agencies. In the BJMP, OLPCC graduates had a mean score of 96.3, while OLPCSMI graduates scored 96.1. With a p-value of 0.087, the null hypothesis is not rejected, indicating no significant difference in performance. Similarly, in the PNP, OLPCC graduates scored 95.3, while OLPCSMI graduates scored 95.0. The p-value of 0.072 confirms that the variation is not statistically significant. A similar pattern is observed in the BFP, where OLPCC graduates scored 96.2 and OLPCSMI graduates scored 96.0. The p-value of 0.093 suggests no significant difference in performance. In school-based internships, the mean scores were 96.0 for OLPCC and 95.8 for OLPCSMI, with a p-value of 0.079, further reinforcing the absence of a significant difference.

This consistency in performance of students in both schools suggests that the Criminology Internship Program effectively prepares students from both institutions for their respective roles in law enforcement, corrections, fire protection, and academic settings. The program's success in equipping students with necessary skills and knowledge is supported by the work of Fiona E. Murray (2015), who highlights that internships play a crucial role in developing job-ready graduates. According to Murray (2015), a well-structured internship program ensures that students gain consistent exposure to the practical aspects of their fields, regardless of institutional background, thus enhancing their professional competence and readiness for the workforce.

## 5. How do the BS Criminology Graduates perceive their internship experience in terms of the following:

### a. Attainment of Internship Objectives

**Table 5.1**

Students' Perception of their Internship Experience in Terms of the Attainment of Internship Objectives.

| INTERNSHIP OBJECTIVES |   | Mean | Description |
|-----------------------|---|------|-------------|
| 1                     | I met the learning objectives set for my internship.                                      | 3.24 | Very Much   |
| 2                     | My internship experience enhanced my skills related to the field of study.                | 3.34 | Very Much   |
| 3                     | My internship gave me a clear understanding of the professional standards in my industry. | 3.46 | Very Much   |
| 4                     | I could apply the knowledge I gained in school during my internship.                      | 3.40 | Very Much   |
| 5                     | The internship helped me achieve personal and professional growth.                        | 3.40 | Very Much   |
|                       | Mean  | 3.37 | Very Much   |

Table 5.1 presents the respondents' perception of their internship experience in terms of attainment of internship objectives. The table shows an overall mean score of 3.37 or Very Much, which indicates that the respondents strongly agree that the internship program effectively met its objectives. Among the specific indicators, the highest-rated aspect was the understanding of professional standards in the criminology field with a mean of 3.46, followed by the application of the knowledge gained in school during internship, and achieve personal and professional growth, with the same mean of 3.40. This is followed by the enhanced skills related to the field of study, with a mean of 3.34. These results suggest that the internship program successfully bridges academic learning with real-world practice, equipping graduates with the necessary competencies for their careers.

The findings concur with the findings of Dela Cruz and Ramirez (2021), which emphasize that criminology internship programs significantly impact students' skill development, ethical awareness, and preparedness for law enforcement roles. This underscores the importance of structured internship experiences in shaping future criminologists, reinforcing both technical and professional competencies essential for their career paths.

**Table 5.2**

Students' Perception of their Internship Experience in Terms of the Responsibilities/Work Given During Internship.

| RESPONSIBILITIES/WORK DURING INTERNSHIP |  | Mean | Description |
|---|--|------|-------------|
| 1                                       | The tasks assigned to me were aligned with my academic training.                             | 3.25 | Very Much   |
| 2                                       | The work given to me allowed me to develop relevant skills.                                  | 3.33 | Very Much   |
| 3                                       | I was given responsibilities that challenged me to grow professionally.                      | 3.39 | Very Much   |
| 4                                       | The workload given to me was appropriate and manageable.                                     | 3.26 | Very Much   |
| 5                                       | The work assigned to me during my OJT contributed to my understanding of workplace dynamics. | 3.27 | Very Much   |
| 6                                       | My internship was a valuable learning opportunity for me.                                    | 3.44 | Very Much   |
| 7                                       | The tasks assigned to me during the internship were simple and manageable.                   | 3.22 | Much        |
| 8                                       | The internship required me to use complex and high-level skills.                             | 3.09 | Much        |
|   | Mean   | 3.28 | Very Much   |

Table 5.2 presents the responsibilities and work assigned to criminology interns during their internship. Except for the item, *the internship required me to use complex and high-level skills*, with a mean of 3.09 or description of Much, all the remaining seven items are with a description of Very Much. The overall mean is 3.28, with a description of Very Much, which suggests that respondents generally found their assigned tasks relevant, manageable, and beneficial to their professional development.

These findings match the results of Santos and Villanueva's (2020) study, which emphasizes that effective internship programs should provide structured, competency-based tasks that prepare students for real-world criminology professions. The results highlight the importance of assigning meaningful responsibilities that balance skill development with practical exposure, ensuring that interns gain both foundational and advanced experiences necessary for their future careers.

**Table 5.3**

Respondents' Internship Experience in terms of the Relationship Between the Supervisors/Employer and the Intern

| RELATIONSHIP OF SUPERVISORS/EMPLOYERS AND INTERNS |  | Mean | Description |
|---|--|------|-------------|
| 1   | My supervisor provided me with adequate guidance throughout the Internship period. | 3.38 | Very Much   |
| 2   | The employer/supervisor gave me constructive feedback on my performance.           | 3.14 | Much        |
| 3   | I felt supported by my supervisor/employer in completing my tasks.                 | 3.22 | Much        |
| 4   | My supervisor/employer treated me fairly and respectfully.                         | 3.47 | Very Much   |
| 5   | My communication with my supervisor/employer was clear and effective.              | 3.31 | Very Much   |
| Mean  |  | 3.31 | Very Much   |

Table 5.3 presents the respondents' internship experience in terms of the relationship between the supervisors/employer and the Intern

The table shows that the students' supervisors have treated them fairly and respectfully and have provided them with adequate guidance during the internship period, and their communication with their supervisors is very clear and effective. The employer/supervisor giving constructive feedback on students' performance, and the feeling of support given by employers to students' assigned tasks were rated **Much**. The overall mean score of 3.31, with a description of Very Much, indicates that respondents generally had positive interactions with their supervisors.

These findings reflect the study of Reyes and Gonzales (2021), which highlights that mentorship quality significantly influences interns' learning experiences and professional growth. Effective supervision ensures that interns gain confidence in their roles while developing the necessary skills for future employment in criminology-related fields.

## 6. Is there significant difference in the BS Criminology Graduates' perception of their internship experience when grouped according to their profile?

### a. Age

**Table 6.1**

Result of the Test of Significant Difference in Students' Internship Experience when Grouped According to their Age.

| INTERNSHIP EXPERIENCE                  | AGE | Mean | P-value | Hypotheses | Significance |
|--|-----|------|---------|------------|--------------|
| A. ATTAINMENT OF INTERNSHIP OBJECTIVES | 21  | 3.23 | 0.025   | Reject HO  | Significant  |
|  | 22  | 3.3  |         |            |              |
|  | 23  | 3.17 |         |            |              |
|  | 24  | 3.74 |         |            |              |
|  | 25  | 3.36 |         |            |              |

|   |    |       |         |           |             |
|---|----|-------|---------|-----------|-------------|
| <b>B. RESPONSIBILITIES/WORK GIVEN DURING INTERNSHIP</b>                 | 21 | 3.18  | 0.004   | Reject HO | Significant |
|   | 22 | 3.24  |         |           |             |
|   | 23 | 3.02  |         |           |             |
|   | 24 | 3.72  |         |           |             |
|   | 25 | 3.18  |         |           |             |
| <b>C. RELATIONSHIP BETWEEN SUPERVISORS/EMPLOYER AND INTERN STUDENTS</b> | 21 | 3.078 | 0.037   | Reject HO | Significant |
|   | 22 | 3.29  |         |           |             |
|   | 23 | 3.008 |         |           |             |
|   | 24 | 3.87  |         |           |             |
|   | 25 | 3.287 |         |           |             |
| <b>TOTAL</b>  | 21 | 3.17  | 1.1E-08 | Reject HO | Significant |
|   | 22 | 3.27  |         |           |             |
|   | 23 | 3.06  |         |           |             |
|   | 24 | 3.77  |         |           |             |
|   | 25 | 3.26  |         |           |             |

Table 6.1 presents the results of the test of significant differences in the criminology internship experience based on age. The results indicate that age significantly affects the students' experience on the attainment of internship objectives ( $p = 0.025$ ), responsibilities and work given during the internship ( $p = 0.004$ ), and the relationship between supervisors/employers and intern students ( $p = 0.037$ ).

Interns aged 24 consistently achieved the highest mean across all categories, suggesting that older interns demonstrate greater capability in handling responsibilities, achieving objectives, and fostering professional relationships. In contrast, interns aged 23 recorded the lowest mean, indicating possible difficulties in task execution, adaptability, and workplace interactions.

These findings support the study of Mendoza (2020), which found that older students tend to experience better in internships due to increased maturity and readiness for workplace challenges. Similarly, the study by Dela Cruz (2018) emphasized that professional exposure and age positively correlate with job preparedness and adaptability among criminology interns in the Philippines. These results highlight the importance of age as a factor in internship success and suggest that younger interns may require additional support and mentorship to maximize their learning and professional growth.

## b. Sex

**Table 6.2**

Result of the Test of Significant Difference in Students' Internship Experience when Grouped According to their Sex.

| INTERNSHIP EXPERIENCE                         | SEX    | Mean | p-value | Hypotheses | Significance |
|---|--------|------|---------|------------|--------------|
| <b>A. ATTAINMENT OF INTERNSHIP OBJECTIVES</b> | MALE   | 3.34 | 0.0396  | Reject HO  | Significant  |
|   | FEMALE | 3.17 |         |            |              |

|   |        |      |       |           |                 |
|---|--------|------|-------|-----------|-----------------|
| <b>B. RESPONSIBILITIES/WORK GIVEN DURING INTERNSHIP</b>                 | MALE   | 3.23 | 0.107 | Accept HO | Not Significant |
|   | FEMALE | 3.13 |       |           |                 |
| <b>C. RELATIONSHIP BETWEEN SUPERVISORS/EMPLOYER AND INTERN STUDENTS</b> | MALE   | 3.33 | 0.018 | Reject HO | Significant     |
|   | FEMALE | 3.01 |       |           |                 |

Table 6.2 presents the result of the test of significant differences in the criminology internship experience when grouped according to sex. The results indicate that male and female interns exhibited notable differences in their overall internship experience, with males achieving a higher total mean score (3.30) compared to females (3.10). The overall p-value (0.0041) suggests a significant difference in internship experience between the two groups.

Specifically, the attainment of internship objectives was significantly higher for male interns ( $p = 0.0396$ ), indicating that they were more confident in meeting internship goals. Similarly, male interns reported a significantly better relationship with supervisors and employers ( $p = 0.018$ ) compared to their female counterparts. However, no significant difference was found in the responsibilities and work assigned during the internship ( $p = 0.107$ ), suggesting that both male and female interns were given similar tasks and duties.

These findings align with the study of Santos (2021), which reported that male criminology interns often exhibited higher confidence and engagement in fieldwork, leading to better evaluations from supervisors. Similarly, Garcia (2019) found that male interns were more likely to take leadership roles during internships, which could explain their higher ratings in supervisor relationships and overall experience. However, the study also suggests the need for more inclusive internship strategies that provide equal opportunities for skill development regardless of sex.

## c.Civil Status

**Table 6.3**

Result of the Test of Significant Difference in Students' Internship Experience when Grouped According to their Civil Status.

| INTERNSHIP EXPERIENCE                         | CIVIL STATUS | Mean | p-value | Hypotheses | Significance |
|---|--------------|------|---------|------------|--------------|
| <b>A. ATTAINMENT OF INTERNSHIP OBJECTIVES</b> | SINGLE       | 3.27 | 0.006   | Reject HO  | Significant  |
|   | MARRIED      | 3.66 |         |            |              |



|  |         |      |       |              |                    |
|--|---------|------|-------|--------------|--------------------|
| <b>B. RESPONSIBILITIESB /<br/>WORK GIVEN DURING<br/>INTERNSHIP</b>                       | SINGLE  | 3.18 | 0.068 | Accept<br>HO | Not<br>Significant |
|  | MARRIED | 3.42 |       |              |                    |
| <b>C. RELATIONSHIP<br/>BETWEEN<br/>SUPERVISORS/EMPLOYE<br/>R AND INTERN<br/>STUDENTS</b> | SINGLE  | 3.21 | 0.092 | Accept<br>HO | Not<br>Significant |
|  |         |      |       |              |                    |
|  | MARRIED | 3.49 |       |              |                    |

Table 6.3 presents the significant differences in criminology internship experience based on civil status. The data reveals that married interns significantly had better experience than single interns in terms of the attainment of internship objectives, with a mean score of 3.66 for married interns compared to 3.27 for single interns. The p-value of 0.006 indicates that this difference is statistically significant. This suggests that married interns may approach their internship with more responsibility, perhaps due to the additional personal obligations and life experience they bring.

In contrast, no significant differences were found between single and married interns concerning the responsibilities and work assigned during the internship ( $p = 0.068$ ) or their relationship with supervisors and employers ( $p = 0.092$ ). This indicates that both single and married interns were given similar responsibilities and were able to establish comparable relationships with their supervisors and employers. These findings support the conclusions of Reyes (2020), who found that married interns in the Philippines tended to display a higher level of maturity and responsibility in achieving their professional goals. On the other hand, the lack of significant differences in the other areas suggests that personal circumstances, such as civil status, do not significantly impact the nature of the work given or the quality of supervisor-employee relationships.

#### d.School

**Table 6.4**

Result of the Test of Significant Difference in Students' Internship Experience  
when Grouped According to their School.

| INTERNSHIP<br>EXPERIENCE                              | SCHOOL   | Mean | p-value      | Hypotheses | Significance |
|---|----------|------|--------------|------------|--------------|
| <b>A. ATTAINMENT OF<br/>INTERNSHIP<br/>OBJECTIVES</b> | OLPC-C   | 3.03 | 4.75E-<br>05 | Reject HO  | Significant  |
|   | OLPC-SMI | 3.59 |              |            |              |
|   | OLPC-C   | 2.95 |              | Reject HO  | Significant  |

|   |          |      |          |           |             |
|---|----------|------|----------|-----------|-------------|
| <b>B. RESPONSIBILITIES / WORK GIVEN DURING INTERNSHIP</b>               | OLPC-SMI | 3.5  | 6.59E-07 |           |             |
| <b>C. RELATIONSHIP BETWEEN SUPERVISORS/EMPLOYER AND INTERN STUDENTS</b> | OLPC-C   | 2.92 | 0.00012  | Reject HO | Significant |
|   | OLPC-SMI | 2.58 |          |           |             |
| <b>TOTAL</b>  | OLPC-C   | 2.97 | 3.90E-15 | Reject HO | Significant |
|   | OLPC-SMI | 3.14 |          |           |             |

The result of the test of significant differences in criminology internship experience based on the school attended is shown in Tabel 6.4. The findings indicate that students from OLPC-SMI significantly better experience in all aspects of the internship experience compared to those from OLPC-C.

In terms of the attainment of internship objectives, OLPC-SMI interns had a higher mean score (3.59) than OLPC-C interns (3.03), with a highly significant p-value of 4.75E-05. This suggests that OLPC-SMI students were more effective in meeting the goals of their internship, possibly due to better preparation or institutional support.

Similarly, in the responsibilities and work assigned, OLPC-SMI students scored significantly higher (3.50) compared to OLPC-C students (2.95), with a p-value of 6.59E-07. This indicates that OLPC-SMI interns may have been entrusted with more substantial tasks, reflecting a greater level of trust and competency.

However, in terms of the relationship between supervisors/employers and intern students, OLPC-C interns had a slightly higher mean (2.92) compared to OLPC-SMI interns (2.58), with a p-value of 0.000117. This suggests that while OLPC-SMI students may have experience better in tasks and responsibilities, OLPC-C students might have fostered better relationships with their supervisors.

These findings resonate with the study of Santos (2021), which highlights that institutional differences in training, curriculum, and faculty mentorship impact the internship experience of criminology students in the Philippines.

## 7. How does the internship program impact on the BS Criminology Graduates in terms of:

### a. Personal Development

**Table 7.1**

The Impact of the Criminology Internship Program on Personal Development With Regard to Personal Aspect.

| PERSONAL ASPECT |   | Mean | Description |
|-----------------|---|------|-------------|
| 1               | My internship increased my belief in my ability to make a difference.               | 3.26 | Very Much   |
| 2               | My internship helped me become more open to new experiences and take on challenges. | 3.45 | Very Much   |

|   |  |      |           |
|---|--|------|-----------|
| 3 | I felt a sense of satisfaction in doing something worthwhile during my internship. | 3.31 | Very Much |
| 4 | My internship enhanced my ability to recognize my strengths and weaknesses.        | 3.47 | Very Much |
| 5 | I developed the capacity to be productive and persevere through difficult tasks.   | 3.35 | Very Much |
| 6 | My internship gave me a clearer sense of purpose and direction in life.            | 3.40 | Very Much |
|   | Mean   | 3.38 | Very Much |

Table 7.1 presents the impact of the criminology internship program on the respondents' personal development, particularly on the personal aspect.

According to the students, the Internship program have very much impacted the enhancement of their ability to recognize their strengths and weaknesses (4.47); their sense of purpose and direction in life (3.40); their capacity to be productive and persevere through difficult tasks (3.35); their openness to new experiences and taking on challenges (3.45); their capacity to be productive and persevere through difficult tasks (3.35); their sense of satisfaction in doing something worthwhile during their internship (3.31); and their belief in their ability to make a difference (3.26).

The overall mean score of 3.38, with a description of Very Much, indicates that respondents strongly agreed that their internship experience contributed to their personal growth and self-awareness. Furthermore, the ability to persevere through difficult tasks and the belief in their capacity to make a difference indicate that the program fosters a sense of responsibility and commitment—key attributes for future criminologists.

These findings agree with the findings of Santos and Villanueva (2021), that criminology internships significantly impact students' self-confidence, resilience, and personal motivation by exposing them to real-world scenarios in law enforcement and public safety.

**Table 7.2**

The Impact of the Criminology Internship Program on Personal Development  
With Regard to Core Values.

| CORE VALUES |   | Mean | Description |
|-------------|---|------|-------------|
| 1           | My internship helped me become a public servant who values humanity (MAKATAO).                          | 3.57 | Very Much   |
| 2           | My internship strengthened my spiritual connection and love for God (MAKADIYOS).                        | 3.54 | Very Much   |
| 3           | My internship developed in me a greater sense of responsibility toward the environment (MAKAKALIKASAN). | 3.56 | Very Much   |
| 4           | My internship nurtured my love and dedication to my country (MAKABAYAN).                                | 3.58 | Very Much   |
| 5           | The internship reinforced the importance of values and discipline in my life.                           | 3.58 | Very Much   |

|      |      |           |
|------|------|-----------|
| Mean | 3.57 | Very Much |
|------|------|-----------|

Table 7.2 presents the impact of the criminology internship program on the respondents' personal development with regard to core values.

As presented, the Criminology internship program has highly impacted the students' core values. They claim that their internship has nurtured their love and dedication to their country, and has reinforced the importance of values and discipline in their life, and has strengthened their spiritual connection and love for God. Their internship has also helped them become a public servant who values humanity and has developed in the students a greater sense of responsibility toward the environment.

The overall mean score of 3.57, with a description of Very Much, indicates that the internship experience significantly reinforced the fundamental values of Makatao (Humanity), Makadiyos (Spirituality), Makakalikahan (Environmental Responsibility), and Makabayan (Patriotism) among the respondents.

This reinforces the study of Rivera (2020), which emphasizes that experiential learning in criminology education strengthens moral integrity and civic responsibility, essential qualities for law enforcement professionals.

**Table 7.3**

The Impact of the Criminology Internship Program on Personal Development  
With Regard to Individual Attitude and Initiative.

| INDIVIDUAL ATTITUDE AND INITIATIVE |  | Mean | Description |
|------------------------------------|--|------|-------------|
| 1                                  | The internship gave me the skills needed to perform well on the job.                                     | 3.41 | Very Much   |
| 2                                  | My internship helped me understand both the positive and negative aspects of the job from the beginning. | 3.41 | Very Much   |
| 3                                  | My internship made me proactively establish good relationships with other employees.                     | 3.44 | Very Much   |
| 4                                  | My internship helped shape my mindset for a full-time job.   | 3.38 | Very Much   |
| 5                                  | My internship taught me to volunteer for additional tasks.   | 3.37 | Very Much   |
| 6                                  | My internship taught me how to ask questions to improve my knowledge and skills.                         | 3.32 | Very Much   |
| 7                                  | My internship taught me to seek feedback on my performance.  | 3.25 | Very Much   |
|                                    | Mean   | 3.37 | Very Much   |

Table 7.3 presents the impact of the criminology internship program on personal development, specifically in terms of attitude and initiative.

The data reveals that the internship program has a very high impact on the respondents' attitude and initiative as indicated by the mean ratings ranging from 3.25 to 3.44. Specifically, the internship program has equipped the students with skills needed to perform well on the job, has helped students understand both the positive and negative aspects of the job from the beginning, has made them proactively establish good

relationships with other employees, and has helped shape the students' mindset for a full-time job. Students also claim that their internship taught them to volunteer for additional tasks, taught me how to ask questions to improve their knowledge and skills and taught them to seek feedback on their performance. The overall mean score of 3.37, with a description of Very Much, indicates that the respondents strongly agreed that their internship experience significantly contributed to their individual attitude and values. The results reinforce the notion that experiential learning in criminology strengthens not only technical skills but also attitudes and values necessary for professional success.

**Table 7.4**

The Impact of the Criminology Internship Program on Personal Development  
With Regard to Attitude Towards Future Career.

| ATTITUDE TOWARDS FUTURE CAREER |  | Mean | Description |
|--------------------------------|--|------|-------------|
| 1                              | The internship helped me understand what type of job fits me best.       | 3.37 | Very Much   |
| 2                              | My internship helped me examine my values well enough to make decisions. | 3.39 | Very Much   |
| 3                              | My internship gave me a clear picture of what kind of person I am.       | 3.33 | Very Much   |
|                                | Mean   | 3.36 | Very Much   |

Table 7.4 presents the mean distribution of the criminology internship program's impact on personal development, specifically on the students' attitude toward future career choices.

According to the students, their internship helped them examine their values well enough to make decisions, gave them a clear picture of what kind of person they are, and helped them understand what type of job fits them best.

The overall mean score of 3.36, described as Very Much, indicates that the respondents strongly agree that their internship experience has helped shape their career perspectives.

These findings align with the study of Gonzales and Ramirez (2021), which highlights that internships in criminology significantly influence students' career decision-making and self-awareness, preparing them for the demands of the field. The results emphasize that beyond skill development, internship programs serve as a crucial period of self-reflection, allowing students to align their strengths, values, and interests with their future careers.

**Table 7.5**

The Impact of the Criminology Internship Program on Personal Development  
With Regard to Interpersonal (Social) Aspect.

| INTERPERSONAL (SOCIAL) ASPECT |   | Mean | Description |
|-------------------------------|---|------|-------------|
| 1                             | My leadership skills were enhanced during the internship.           | 3.30 | Very Much   |
| 2                             | Internship improves my ability to work cooperatively with others.   | 3.48 | Very Much   |
| 3                             | I developed a deeper concern for the well-being of others.          | 3.44 | Very Much   |
| 4                             | My internship helped me appreciate people from diverse backgrounds. | 3.38 | Very Much   |

|   |  |      |           |
|---|--|------|-----------|
| 5 | My communication skills improved through interactions with others. | 3.38 | Very Much |
| 6 | I feel more connected to my community after the internship.        | 3.31 | Very Much |
|   | Mean   | 3.38 | Very Much |

The impact of the Criminology internship program on the students' interpersonal (social) aspect is displayed in Table 7.5.

The table shows that the students' internship as improved their ability to work cooperatively with others (3.48), has developed a deeper concern for the well-being of others (3.44), has helped student appreciate people from diverse backgrounds (3.38), has improved the students' communication skills through interactions with others (3.38), made students feel more connected to their community (3.31), and leadership skills were enhanced during the internship.

The overall mean rating of 3.38, with a description of Very Much, indicates that respondents strongly agree that their internship experience significantly enhanced their social and leadership skills.

These findings are consistent with the study of Malbuyo (2024), which emphasizes that criminology internships provide students with valuable experiences in teamwork, cultural awareness, and professional networking—essential qualities for success in the field. Furthermore, the increase in leadership skills and community connection suggests that hands-on exposure through internships helps students develop a sense of social responsibility, preparing them for roles in law enforcement, corrections, and public service.

**Table 7.6**

The Impact of the Criminology Internship Program on Students' Personal Development With Regard to Academics.

| ACADEMICS |  | Mean | Description |
|-----------|--|------|-------------|
| 1         | I was able to apply academic knowledge to real-world situations during the internship. | 3.27 | Very Much   |
| 2         | I became more confident in my ability to work and learn independently.                 | 3.31 | Very Much   |
| 3         | My internship enriched my classroom learning experience.                               | 3.24 | Much        |
| 4         | I gained practical knowledge directly related to the work I performed.                 | 3.34 | Very Much   |
| 5         | My basic academic skills improved during my internship.                                | 3.33 | Very Much   |
| 6         | My internship helped me develop critical thinking and problem-solving skills.          | 3.31 | Very Much   |
| 7         | My internship experience increased my motivation to complete my degree.                | 3.37 | Very Much   |
|           | Mean   | 3.31 | Very Much   |

Table 7.6 presents the criminology internship program's impact on personal development, particularly on academics.



Results show that the internship program had very much impact on students' academics. Specifically, students' internship experience increased their motivation to complete their degree, have them gained practical knowledge directly related to the work they performed, basic academic skills improved during internship, students were able to apply academic knowledge to real-world situations during the internship, and became more confident in their ability to work and learn independently, and helped them develop critical thinking and problem-solving skills.

The overall mean of 3.31, described as Very Much, reveal that the internship experience significantly contributed to the academic growth of the respondents.

This supports the findings of Santos and Dela Cruz (2019), who emphasized that real-world exposure enhances student engagement and academic perseverance in criminology programs.

Salazar (2021), in his study, also noted that criminology students with hands-on internship experience perform better in decision-making and law enforcement assessments.

Overall, the findings suggest that the internship program played a vital role in enhancing academic learning, practical skills, and career readiness, reinforcing its importance in criminology education.

**Table 7.7**

The Impact of the Criminology Internship Program on Students' Personal Development Concerning Civic Aspect.

| CIVIC ASPECT |  | Mean | Description |
|--------------|--|------|-------------|
| 1            | The internship helped me become a more responsible citizen.                    | 3.27 | Very Much   |
| 2            | I feel more committed to making a positive impact in my community.             | 3.31 | Very Much   |
| 3            | My internship raised my awareness of community issues and social concerns.     | 3.24 | Much        |
| 4            | My internship instilled in me a sense of responsibility to help those in need. | 3.34 | Very Much   |
| 5            | My internship strengthened my capacity to contribute to society.               | 3.33 | Very Much   |
| 6            | My internship has prepared me for responsible citizenship.                     | 3.31 | Very Much   |
| 7            | My internship inspired me to work toward social justice.                       | 3.37 | Very Much   |
|              | Mean   | 3.31 | Very Much   |

Table 7.7 presents the impact of the Criminology internship program on students' personal development concerning the civic aspect.

The mean scores show that the internship program has *very much* helped students become more responsible citizens, more committed to making a positive impact in my community, has instilled in them a sense of responsibility to help those in need, and strengthened their capacity to contribute to society. The students' internship has raised *much* students' awareness of community issues and social concerns.

The overall mean of 3.31, with a description of Very Much, indicates that the internship program significantly influenced the respondents' sense of civic responsibility and commitment to social service.

This aligns with the study of Garcia and Mendoza (2020), which found that criminology internship experiences strengthen students' awareness of legal and social justice issues, encouraging them to pursue meaningful careers in law enforcement and community service.

According to Cruz (2018), internship programs help criminology students develop a deeper understanding of public service and their potential roles in addressing societal challenges.

Overall, the findings suggest that the internship program successfully cultivated civic-mindedness and social responsibility among criminology students, reinforcing their commitment to serving their communities and upholding justice.

## b. Professional Development

**Table 7.8**

The Impact of the Criminology Internship Program on Students' Professional Development Concerning .Administrative Skills.

| ADMINISTRATIVE SKILLS |  | Mean | Description |
|-----------------------|--|------|-------------|
| 1                     | My internship taught me how to interact effectively with both employees and clients. | 3.44 | Very Much   |
| 2                     | I gained experience in planning and organizing events during my internship.          | 3.33 | Very Much   |
| 3                     | I learned to make better decisions while working on assigned tasks.                  | 3.31 | Very Much   |
| 4                     | My internship helped me improve my time management skills.                           | 3.33 | Very Much   |
| 5                     | My internship enhanced my communication skills with colleagues and clients.          | 3.35 | Very Much   |
|                       | Mean   | 3.35 | Very Much   |

Table 7.8 displays the impact of the criminology internship program on professional development in administrative skills.

The table shows that the internship program has taught students how to interact effectively with both employees and clients, enhanced their communication skills with colleagues and clients, gained experience in planning and organizing events during internship and has taught student to make better decisions while working on assigned tasks. Students rated these as *Very much*.

The overall mean of 3.35, with a description of Very Much, indicates that the internship experience significantly contributed to the respondents' development of essential administrative competencies.

'This finding is supported by Santos and Reyes (2019), who emphasized that criminology internships enhance students' ability to communicate effectively with both internal and external stakeholders, an essential skill for law enforcement professionals.

Additionally, respondents reported significant improvements in event planning and organization, time management, and decision-making. These results indicate that the internship provided students with practical opportunities to develop their administrative capabilities, which are crucial for leadership roles in law enforcement and security management. According to Lopez (2021), exposure to real-world administrative tasks during internships equips criminology students with the skills necessary for effective leadership, strategic planning, and operational efficiency in law enforcement agencies.

Moreover, the mean score of 3.35 for communication skills reinforces the importance of experiential learning in developing students' ability to articulate ideas, report findings, and interact professionally. Given that law enforcement careers require strong administrative, organizational, and interpersonal skills, these findings underscore the value of well-structured internship programs in preparing students for professional responsibilities.

Overall, the results highlight that the criminology internship program of OLPC plays a crucial role in refining students' administrative skills, thereby enhancing their preparedness for future careers in public safety, law enforcement, and criminal justice administration.

**Table 7.9**

The Impact of the Criminology Internship Program on Students' Professional Development In Terms of Technical Skills.

| TECHNICAL SKILLS |   | Mean | Description |
|------------------|---|------|-------------|
| 1                | I gained experience in operating computers and other relevant technology.                 | 2.98 | Much        |
| 2                | I had the opportunity to observe the proper use of technical equipment (e.g., firearms).  | 3.36 | Very Much   |
| 3                | My internship provided hands-on experience with the tools and equipment used in my field. | 3.39 | Very Much   |
| 4                | I learned how to communicate effectively using radios or other communication devices.     | 3.02 | Much        |
| 5                | I developed my technological skills during the internship.                                | 3.07 | Much        |
|                  | Mean  | 3.16 | Much        |

Table 7.9 presents the impact of the Criminology internship program on the professional development of the students in technical skills.

Students claim that the impact of their internship in operating computers and other relevant technology, communicating effectively using radios or other communication devices, and developing their technological skills during the internship is *significant*. Students further claim that their internship allowed them to observe the proper use of technical equipment (e.g., firearms) and provided them with hands-on experience with the tools and equipment used in my field.

The overall mean score of 3.16, interpreted as *Much*, indicates that the respondents generally acquired relevant technical competencies during their internship, though there is room for improvement in certain areas.

According to De Guzman (2020), exposure to real-world tools and crime-fighting equipment during internships enhances students' competence in handling operational tasks required in law enforcement careers.

However, the lowest-rated items pertain to operating computers and other technology and using communication devices. This finding suggests that while students received exposure to technical aspects of the profession, they may not have had sufficient hands-on training with digital tools, databases, or communication equipment used in modern law enforcement. As highlighted by Torres and Castillo (2018), technical proficiency, especially in digital forensics and crime data analysis, is increasingly becoming a

necessity in criminology-related professions. Given the growing reliance on technology in crime prevention, surveillance, and data management, it is recommended that internship programs enhance training in digital competencies to better equip students for the evolving demands of the field.

Overall, while the criminology internship program of OLPC has effectively provided practical exposure to fundamental tools and equipment, further enhancements in digital and communication technology training could significantly strengthen students' technical preparedness for their future careers.

**Table 7.10**

The Impact of the Criminology Internship Program on Students' Professional Development In Terms of Field Operational Skills.

| FIELD OPERATIONAL SKILLS |  | Mean | Description |
|--------------------------|--|------|-------------|
| 1                        | My internship allowed me to participate in field operations such as public safety or patrolling. | 3.44 | Very Much   |
| 2                        | I had the opportunity to assist the public during operations.                                    | 3.28 | Very Much   |
| 3                        | I learned how to apply the law in real-world situations.   | 3.28 | Very Much   |
| 4                        | My internship taught me how to communicate with maximum tolerance in challenging situations.     | 3.33 | Very Much   |
| 5                        | I was able to actively participate in enforcing laws and regulations.                            | 3.31 | Very Much   |
|                          | Mean   | 3.33 | Very Much   |

Table 7.10 presents the impact of the Criminology internship program on the students' professional development about field operational skills.

Data shows that the students' internship allowed them to participate in field operations such as public safety or patrolling, taught them how to communicate with maximum tolerance in challenging situations, actively participate in enforcing laws and regulations, apply the law in real-world situations, and actively participate in enforcing laws and regulations. The opportunity to communicate with maximum tolerance in challenging situations, which was rated *very much*, highlights the program's effectiveness in training interns to handle difficult encounters professionally and ethically. Moreover, the ability to apply the law in real-world situations and assist the public during operations indicates that the internship helped students bridge theoretical knowledge with practical law enforcement applications.

The overall mean score of 3.33 indicates that the impact is *Very Much*, meaning that the respondents significantly benefited from field experiences that enhanced their practical law enforcement capabilities. Overall, the results indicate that the Criminology internship program at OLPC successfully provided students with substantial exposure to field operations, law enforcement, and public safety tasks. However, future improvements could focus on increasing the diversity of operational experiences, including specialized field assignments such as investigative procedures, crime scene management, and emergency response training to further enhance their readiness for law enforcement careers.

The findings of this study concurs with the study by Cruz and Villanueva (2019), which emphasized that exposure to real-world policing activities enhances students' understanding of public safety operations and law enforcement responsibilities. Similarly, Santos (2021) pointed out that internships that involve direct

interaction with communities and legal enforcement tasks contribute to a criminology student's ability to uphold justice with fairness and diligence.

**Table 7.11**

The Impact of the Criminology Internship Program on Students' Professional Development In Terms of Organizational Supervision.

| ORGANIZATIONAL SUPERVISION |  | Mean | Description |
|----------------------------|--|------|-------------|
| 1                          | My internship helped me consider my career goals and interests during the internship.              | 3.35 | Very Much   |
| 2                          | My internship helped me develop new skills.  | 3.44 | Very Much   |
| 3                          | My internship taught me how to improve my performance when needed.                                 | 3.44 | Very Much   |
| 4                          | My internship taught me how to make a clear plan of the tasks and responsibilities assigned to me. | 3.36 | Very Much   |
| 5                          | My internship taught me how to complete assignments effectively.                                   | 3.30 | Very Much   |
| Mean                       |  | 3.38 | Very Much   |

The table 7.11 shows the impact of the criminology internship program on students' professional development in relation to organizational supervision.

According to the students, their internship helped them develop new skills, taught them how to improve their performance, and how to make a clear plan of the tasks and responsibilities assigned to them. The internship experience has also taught them how to complete assignments effectively. All these are rated *Very Much*.

The overall mean score of 3.38, with a description of Very Much, indicates that the respondents significantly benefited from the internship experience in terms of career planning, skill development, and task management. Further, the findings indicate that the program successfully facilitated professional growth by equipping students with essential workplace competencies. This finding is consistent with Dela Cruz and Santos (2020), who emphasized that internship programs play a crucial role in enhancing students' adaptability, skill acquisition, and overall job preparedness in the field of criminology.

Additionally, the findings also highlight the program's effectiveness in instilling organizational and time management skills among students. The ability to complete assignments effectively further reinforces the structured and goal-oriented nature of the internship program.

Overall, the results demonstrate that the internship experience at OLPC significantly contributed to the professional development of Criminology students by providing them with real-world exposure to organizational supervision, task execution, and career goal setting. Future internship enhancements could focus on offering specialized leadership training and mentorship programs to further prepare students for supervisory roles in law enforcement agencies.

**Table 7.12**

The Impact of the Criminology Internship Program on Students' Professional Development In Terms of Occupational Aspect.

| OCCUPATIONAL ASPECT |   | Mean | Description |
|---------------------|---|------|-------------|
| 1                   | The internship gave me a better understanding of the professional work environment    | 3.43 | Very Much   |
| 2                   | It helped me narrow down my potential career options.                                 | 3.33 | Very Much   |
| 3                   | I had the opportunity to explore a potential career path through hands-on experience. | 3.34 | Very Much   |
| 4                   | The internship provided a realistic idea of what working in my field would be like.   | 3.41 | Very Much   |
| 5                   | I developed the perseverance needed to handle challenging tasks in my future career.  | 3.44 | Very Much   |
| 6                   | My occupational skills were greatly enhanced during the internship.                   | 3.31 | Very Much   |
| Mean                |   | 3.38 | Very Much   |

The impact of the Criminology internship on students' professional development in relation to the occupational aspect is displayed in Table 7.12.

The highest-rated item, "*I developed the perseverance needed to handle challenging tasks in my future career*", indicates that the internship experience effectively prepared students for the demands and challenges of real-world criminology-related professions. This finding is supported by Garcia and Ramos' (2019) claim, that internship programs play a vital role in fostering resilience, adaptability, and discipline among criminology students, helping them transition smoothly into law enforcement and related fields.

Similarly, the statement "*The internship gave me a better understanding of the professional work environment*" indicates that the program successfully immersed students in actual workplace conditions, allowing them to gain firsthand experience in law enforcement agencies. This aligns with the assertion of Villanueva (2021) that experiential learning in criminology internships bridges the gap between academic instruction and real-world application, reinforcing both theoretical knowledge and practical skills.

Additionally, students agreed that their internship provided a realistic idea of what working in my field would be like" and "helped narrow down their potential career options. These results indicate that the program assisted students in making informed career decisions and refining their professional aspirations based on hands-on experience.

Overall, the data underscores the internship program's effectiveness in equipping students with occupational knowledge, practical experience, and career clarity. Future enhancements could include more specialized training in investigative techniques, case management, and forensic applications to further improve students' readiness for various criminology-related professions.



**Table 7.13**

The Impact of the Criminology Internship Program on Students' Professional Development In Terms to Employability Skill Development.

| EMPLOYABILITY SKILLS DEVELOPMENT |   | Mean | Description |
|----------------------------------|---|------|-------------|
| 1                                | The internship improved my analytical skills.   | 3.17 | Much        |
| 2                                | I became more proficient in using computer applications for work.                       | 3.00 | Much        |
| 3                                | I developed better creative thinking abilities.   | 3.26 | Very Much   |
| 4                                | I improved my ability to conduct thorough information searches.                         | 3.19 | Much        |
| 5                                | My problem-solving skills were enhanced during the internship.                          | 3.25 | Very Much   |
| 6                                | The internship helped me improve my oral communication skills.                          | 3.31 | Very Much   |
| 7                                | I developed stronger written communication skills.                                      | 3.20 | Much        |
| 8                                | My leadership skills were honed during the internship.                                  | 3.31 | Very Much   |
| 9                                | I became better at working in teams and collaborating with others.                      | 3.32 | Very Much   |
| 10                               | The internship helped me build effective relationships with colleagues and supervisors. | 3.42 | Very Much   |
|                                  | Mean  | 3.24 | Much        |

Table 7.13 presents the impact of the Criminology internship program on students' professional development concerning employability skills development.

Six of the ten items obtained a description of Very Much. The item on "The internship helped me build effective relationships with colleagues and supervisors" has the highest mean of 3.42. On the other hand, the item "I became more proficient in using computer applications for work" obtained the lowest mean of 3.00, with a description of Much.

The highest-rated item, "The internship helped me build effective relationships with colleagues and supervisors", suggests that interpersonal skills and professional networking were among the most strengthened competencies during the internship. This aligns with David et al. (2020), who emphasized that real-world exposure in criminology internships fosters teamwork, adaptability, and professional communication—key attributes for future law enforcement officers and public service professionals. Additionally, students agreed that their leadership skills, oral communication skills, and teamwork abilities were significantly enhanced. These findings indicate that the internship provided opportunities for students to engage in collaborative tasks, decision-making, and leadership roles, which are crucial for careers in law enforcement, corrections, and security services.

On the other hand, the lowest-rated competencies were "I became more proficient in using computer applications for work" and "I improved my ability to conduct thorough information searches". These results suggest that technical skills, particularly in digital literacy and research, may require additional reinforcement within the internship program. This observation is supported by Santos (2018), who highlighted that while criminology students excel in practical skills, there is a need for stronger training

in digital forensics, data analysis, and investigative research to meet the demands of modern law enforcement and security management.

The overall mean score of 3.24 indicates that the internship program significantly contributed to enhancing students' employability skills, although there remains room for improvement in certain areas. Overall, the findings indicate that the internship program effectively strengthened students' soft skills, including communication, teamwork, and leadership, which are crucial for employability. However, future program enhancements could focus on integrating more technical training in digital tools, investigative research methods, and problem-solving exercises to further improve students' work readiness in a rapidly evolving criminology landscape.

## C. Overall Impact

**Table 7.14 A**

Summary of the Impact of Criminology Internship Program on Students' Personal and Professional Development.

| A. PERSONAL DEVELOPMENT     |                                    | Mean | Description |
|-----------------------------|------------------------------------|------|-------------|
| 1                           | Personal                           | 3.38 | Very Much   |
| 2                           | Core values                        | 3.57 | Very Much   |
| 3                           | Individual attitude and initiative | 3.37 | Very Much   |
| 4                           | Attitudes towards future career    | 3.36 | Very Much   |
| 5                           | Interpersonal (social) aspects     | 3.38 | Very Much   |
| 6                           | Academics                          | 3.31 | Very Much   |
| 7                           | Civic aspects                      | 3.31 | Very Much   |
| MEAN                        |                                    | 3.38 | Very Much   |
| B. PROFESSIONAL DEVELOPMENT |                                    | Mean | Description |
| 1                           | Administrative skills              | 3.35 | Very Much   |
| 2                           | Technical skills                   | 3.16 | Much        |
| 3                           | Field Operational Skills           | 3.33 | Very Much   |
| 4                           | Organizational supervision         | 3.38 | Very Much   |
| 5                           | Occupational aspects               | 3.38 | Very Much   |
| 6                           | Employability skills development   | 3.24 | Much        |

Table 7.14 presents the summary of the respondents' assessment of the impact of the Criminology internship program on their personal and professional development across various dimensions.

The table shows that the impact of the internship program on the personal development of the respondents is "Very Much" with Core Values having the highest mean. This indicates that the internship program effectively reinforced essential values among the participants. This finding aligns with Astin's (1993) assertion that experiential learning contributes significantly to holistic development. Interpersonal (Social) Aspects and Personal Development both received a mean of 3.38, highlighting the program's positive impact on social skills and personal growth.

In terms of professional development, the highest mean scores were observed in "Organizational Supervision" and "Occupational Aspects" (3.38), indicating that the internship program effectively enhanced the participants' ability to manage organizational tasks and adapt to workplace roles. According

to Kolb (1984), experiential learning, such as internships, provides opportunities for learners to apply theoretical knowledge to practical settings, fostering professional growth.

Administrative Skills (3.35) and Field Operational Skills (3.33) also received strong ratings, highlighting the program's emphasis on practical competencies. However, Technical Skills (3.16) and Employability Skills Development (3.24) scored lower, suggesting potential areas for improvement. Bandura (2000) emphasizes that skill development requires not only exposure but also guided practice and feedback to build confidence and competence. The discrepancy in scores may be due to the nature of the internship experiences, which may have focused more on management and supervision rather than technical and employability skills. Gault, Redington, and Schlager (2000) noted that the alignment of internship tasks with specific learning outcomes is crucial for maximizing skill development.

Overall, while the internship program demonstrates a strong impact on professional development, targeted strategies to enhance technical and employability skills could further optimize its effectiveness.

### **Conclusions**

In conclusion, the findings from the criminology internship program at OLPC demonstrate its effectiveness in fostering both personal and professional development among graduates. The program's structure, which prioritizes the application of theoretical knowledge and the development of essential skills, has successfully prepared students for careers in law enforcement and related fields.

Despite the demographic diversity among interns, performance ratings from industry supervisors were consistently high, indicating that the program effectively equips all students, regardless of age, gender, marital status, or school of origin, with the competencies needed to excel. However, differences in performance based on specific demographic factors highlight the importance of targeted support to optimize the internship experience.

Overall, the internship program not only enhances students' understanding of professional standards and responsibilities but also reinforces core values, interpersonal skills, and motivation. While the program has successfully integrated academic learning with practical application, there is an identified need for further development in digital competencies and research skills. These insights affirm that the criminology internship program plays a pivotal role in shaping capable, service-oriented professionals ready to engage in the complexities of the criminology field.

### **Recommendations**

Based on the findings enumerated, the researcher offers the following recommendations:

1. Educational institutions should regularly assess and adapt their internship programs to align with the evolving needs of the job market. Collaborating with industry professionals can ensure that students gain relevant skills that enhance their employability in a competitive landscape.
2. Corporations should actively engage in partnerships with educational institutions to streamline hiring and training processes. By integrating internship programs, companies can develop a pipeline of trained, qualified candidates who are already familiar with their organizational culture, reducing recruitment costs.
3. Educational institutions and instructors should continuously update their curricula to reflect current industry trends and requirements. Incorporating feedback from internship experiences can help ensure that students are equipped with the skills needed for their future careers.
4. Deans and school administrators should emphasize the importance of internship programs by

providing necessary resources and support. They can implement interventions such as workshops and mentoring programs to help students enhance their skills and competencies throughout their internship experiences.

5. Criminology interns should be educated about the critical role of internships in their professional and personal development. Institutions can offer informational sessions that highlight the benefits of combining theoretical knowledge with practical experience to prepare students for the workforce.
6. Partner industries should use insights from the study to design internship experiences that meet their specific needs. By identifying key areas for improvement, industries can cultivate a skilled workforce that aligns with their operational requirements.
7. The findings of this study should serve as a foundational resource for the researcher and future researchers. They should be encouraged to build upon this work by exploring the long-term impacts of internship experiences on students' professional development and adapting their research methodologies accordingly.
8. All stakeholders should engage in continuous feedback to assess the effectiveness of the internship program. By regularly collecting and analyzing feedback from students and industry partners, institutions can make informed decisions to enhance the internship program and better meet the needs of all parties involved.
9. Implementing these recommendations can strengthen the criminology internship program, benefiting students, educational institutions, corporations, and the broader job market.
10. The two campuses should have a uniform/standard Internship policy, particularly on the following, and should be disseminated to students during orientation:
  - requirements to qualify a student to go for an internship
  - requirements after the Internship
  - Internship duration
  - objectives of the Internship program

### **Ethical Considerations**

The researcher made sure that during the conduct of the study, the following ethical concerns were followed to necessitate safe, anti-fraud, deliberate, and careful undertakings in the study:

1. The researcher, through proper communications, asked permission from Our Lady of the Pillar College San Manuel Incorporated and Our Lady of the Pillar College – Cauayan other concerned offices for the study;
2. The researcher also acknowledged the Our Lady of the Pillar College San Manuel Incorporated and Our Lady of the Pillar College – Cauayan for allowing her to conduct the study;
3. The researcher informed the respondents of the study through letters and a short orientation to the study. Data and information gathered were treated with utmost respect and confidentiality;
4. The researcher, properly cited gathered information and other relevant studies from authors, books, or any publications through proper citation.

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