



## A PROPOSED INTERNSHIP MANUAL FOR CRIMINOLOGY STUDENTS OF OLIVAREZ COLLEGE, PARANAQUE CITY

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**Abstract:** *The Internship (OJT and Community Immersion) requirement for Bachelor of Science in Criminology students is a component of the new curriculum for the Criminology program as contained under CMO #21, series of 2005. This is a course designed to provide practical experiences to BSCriminology students in police work especially in the conduct of investigation, office duties and the whole operation of the police organization, operation of the jail and penal institutions, operation of the fire departments, security and investigation agencies, the different agencies comprising the five (5) pillars of the Philippine Criminal Justice System. It also strengthens the knowledge acquired in the four corners of the room, the application of the different sciences in crime detection and investigation and criminalistics. The respondents of the study were the senior faculty members of the College of Criminology of the different schools offering the program. It was limited to five (5) schools offering the same program which included the schools where the researcher is presently connected as the Head of the program, Olivarez College, both Parañaque and Tagaytay campuses, Pamantasan ng Lungsod ng Muntinlupa. The researcher developed sets of survey questionnaire to gather the data from the respondents. The questionnaire was categorized into three (4) parts. Part I consisted the profile of the respondents. Part II consisted of the instrument to evaluate the contents of the proposed manual. Part III consisted of the problems encountered in the conduct of Internship Program. Part IV consisted of the suggestions / recommendations to further improve the proposed Internship Manual and its implementation. In treating and analyzing the data the researcher used the simple frequency count and percentage for the profile of the respondents and the weighted mean was utilized for the interpretation of the responses of the respondents. The descriptive method of research was used to assess the proposed Criminology Internship Manual in accordance with CHED Memorandum Order # 37. This method was combined with comparison and contrast involving measurements, classifications, interpretation and evaluation. Thus, the researcher employed a combination of descriptive techniques such as normative survey, evaluation survey and content analysis. The study revealed that respondents have the same assessment when grouped in terms of gender whereas they differ in some aspects of the assessment when grouped according to age, educational attainment, eligibility, years of service and rank due to exposure in the field of work. Furthermore, faculty members are being faced with various problems in the conduct of Internship Program due to different factors like exposure on the work, lack of educational advancement and proper coordination with network agencies. As a result of this undertaking, researcher recommends that regular attendance to seminar-workshops and conventions relative to the implementation of the Internship Program be in place, mechanisms in strengthening relationship with other law enforcement agencies to have enough choices in the deploying Interns and provisions of adequate educational materials that will help enhance skills and ability of both faculty and students in dealing with pressing problems in the academe.*

**Keywords:** *HEI's, CMO's, style of presentation, BS Practicum Manual, Host Training Establishment, Conduct and Discipline*

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## **INTRODUCTION**

Olivarez College as an academic institution offers different programs, with its aim to provide its graduates better training before they leave the portals of the school and be more qualified in terms of their job opportunities.

The Internship (OJT and Community Immersion) requirement for Bachelor of Science in Criminology students is a component of the new curriculum for the Criminology program as contained under CMO #21, series of 2005. This is a course designed to provide practical experiences to BSCriminology students in police work especially in the conduct of investigation, office duties and the whole operation of the police organization, operation of the jail and penal institutions, operation of the fire departments, security and investigation agencies, the different agencies comprising the five (5) pillars of the Philippine Criminal Justice System. It also strengthens the knowledge acquired in the four corners of the room, the application of the different sciences in crime detection and investigation and criminalistics.

In line with the programs of the Commission on Higher Education, CHED MEMORANDUM ORDER #37, series of 2010 provides the guidelines in the conduct of practicum (On-the-Job Training and Community Immersion) requirement for criminology students in accordance with Republic Act 7722 otherwise known as the "Higher Education Act of 1994" and pursuant to CHED MEMORANDUM ORDER #21, s. 2005 entitled "Criminal Justice Education: Policies and Standards for the Criminology Program".

With the passage of the new CHED Memorandum Order #37 series of 2010, it is of importance to be prepared in the implementation of the internship program for the College of Criminology of Olivarez College. Since the program has just started its operation, criminology students will be a given bird's-eye-view on the different guidelines covering the immersion aspect of the internship, what to expect from them during the immersion phase, including the responsibilities of the institution and the partner agencies. It is also a felt obligation of the Head of the College to make sure that all possible preparations will be done like coming up with this new internship manual to have something to share with the students, aside from molding them as better persons, following the mission and vision of the school, the objectives of school and the college itself. It is just timely to come up with this manual due to some standards check on the school's effectiveness and excellence in



different areas of concerns by some accrediting agencies. This will also serve as a ready reference, handy manual and considered as their worksheet in their daily activities in the field. So it is but fitting to come up with a manual in compliance with the new CMO to keep everyone abreast with updates in the criminology academe.

It is for this reason that the researcher got interested to propose an internship manual for the OJT and Community Immersion subject of the College of Criminology. Hence, this study.

## **BACKGROUND OF THE STUDY**

The opening of many criminology schools all over the country, from the established schools and those that are just starting to operate few programs, just meeting the minimum standard requirements set by the Quality Assurance Team of the Commission on Higher Education, provides limited opportunities to its clientele – the students. Particularly in the field of criminalistics whereby many school resorts to coming up with Memorandum of Agreements (MOA) with some law enforcement agencies and private entities just to comply with the basic requirements. The same is true with library holdings wherein the number of books barely complies with the standard requirements, so much so with locally books and manuals. With this sentiment of most criminology instructors teaching different subjects that there are no sufficient references and textbooks available for instructors and students as commonly raised in national conventions and seminars, one has to use initiative in coming up with some manuals to make teaching easier. In coming up with one, it should be guided with the latest CMO to keep abreast with updates especially in the implementation of the Community Immersion Phase of the Criminology Internship Program.

## **STATEMENT OF THE PROBLEM**

This study attempted to propose an Internship Manual: Guide for criminology students of Olivarez, College, Parañaque City. Specifically, it sought to answer the following questions;

1. How do the respondents assess the contents of the proposed Internship Manual Guide for Criminology Students of Olivarez College, Parañaque City in terms of the following variables;
  - 1.1 Objectives
  - 1.2 Internship Program
  - 1.3 Duties and Responsibilities
  - 1.4 Internship Policies



### 1.5 Conduct and Discipline of Interns

### 1.6 Internship Activities

2. Is there a significant difference in the assessment of the respondents on the contents of the proposed Internship Manual in the above-mentioned variables?
3. How do the respondents assess the contents of the proposed Internship Manual in compliance with CHED Memorandum Order #37, series of 2010 in terms of the above-mentioned variables?
4. What problems are encountered by the instructors in the implementation of the criminology Internship Program?
5. What suggestions / recommendations may be offered to improve the proposed Internship Manual?

## HYPOTHESIS

There is no significant difference in the assessment of the respondents on the contents of the proposed Internship Manual in terms of objectives, internship program, duties and responsibilities, internship policies, conduct and discipline of interns and internship activities when grouped according to profile variables.

## CONCEPTUAL FRAMEWORK

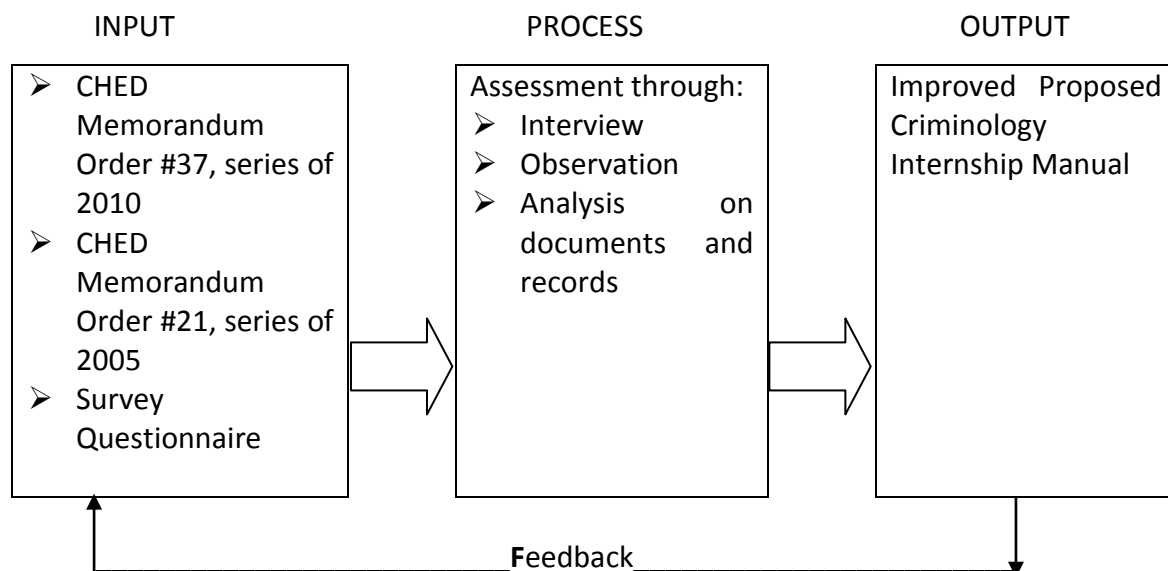


Figure 1. Conceptual Framework

## RESEARCH PARADIGM

In the paradigm of the study, the first frame is the input; it showed the different variables that were included in the study such as objectives, internship program, duties and



responsibilities, internship policies, conduct and discipline of interns and internship activities. These variables included the CMO#37 and #21 and the survey questionnaire needed to gather the needed data for analysis. The process is in the second frame. This is an assessment done through the conduct of interview, observation and analysis of records and documents in order to come up with the desired output. In the third frame is the output. This indicated the end result of the study whether the proposed Internship Criminology Manual conforms with the CMO #37 and is accepted for use.

## **RESPONDENTS OF THE STUDY**

The respondents of the study were the senior faculty members of the College of Criminology of the different schools offering the program. It included Olivarez College, Parañaque City for School Year 2012-2013. It was limited to five (5) schools offering the same program which included the schools where the researcher is presently connected as the Head of the program, Olivarez College, both Parañaque and Tagaytay campuses, Pamantasan ng Lungsod ng Muntinlupa, where the researcher is presently enrolled in her Master's Degree in Security and Correctional Administration, Bestlink College of the Philippines and Metro Manila College, both located in Novaliches, Quezon City to assess the proposed internship manual. The study was conducted from November 2011 to March 2012. The respondents were the senior faculty members of the said respondent schools. A total number of forty five (45) faculty members were included in the study. A random sampling was done for the school-respondents.

**Table 1 Frequency and Percentage Distribution of the Respondents**

<b>School</b>	<b>Frequency</b>	<b>Percentage</b>
Olivarez College-Parañaque City Campus	1	2.22
Olivarez College-Tagaytay City Campus	1	2.22
Metro Manila College, Quezon City	10	22.22
Bestlink College of the Philippines, Quezon City	10	22.22
Pamantasan ng Lungsod ng Muntinlupa	23	51.11
<b>Total</b>	<b>45</b>	<b>100%</b>

## **Instruments Used**

The researcher developed sets of survey questionnaire to gather the data from the respondents. The questionnaire was categorized into three (4) parts. Part I consisted the profile of the respondents. This included respondent's age, gender, highest educational



attainment, eligibility, length of service as criminology faculty and designation / rank. Part II consisted the instrument to evaluate the contents of the proposed manual. Part III consisted the problems encountered in the conduct of Internship Program. Part IV consisted the suggestions / recommendations to further improve the proposed Internship Manual and its implementation. Interview was also conducted to the respondents especially when their responses on the questionnaire are not clear.

### STATISTICAL TOOLS

The following statistical tools were used in treating and analyzing the data.

1. Percentage - for the profile of the respondents, the simple frequency count and percentage was used.

**Formula:**

$$P = \frac{f \times 100}{N}$$

Where: P = percentage  
F = frequency  
N = no. of respondents

2. Weighted mean – for the interpretation of the responses for the instrument.

**Formula:**

$$WM = \frac{fw}{N}$$

Where: fw = sum of the product of the frequency  
N = no. of respondents

The equivalent point assigned to each indicated item the extent of existence of the conditions as perceived by the respondents were determined by estimating each weighted average, which becomes the verbal description:

Likert Scale				Verbal Description
4.50 - 5.00	-	5	-	Highly Agree (HA)
3.50 - 4.49	-	4	-	Agree (A)
2.50 - 3.49	-	3	-	Moderately Agree (MA)
1.50 - 2.49	-	2	-	Disagree (D)
1.00 - 1.49	-	1	-	Highly Disagree (HD)

## RESULTS AND DISCUSSION

### 1. What is the profile of the respondents?



**Table 2.1 Frequency and Percentage Distribution of the Respondents' Profile with Regard to Age**

Age	Frequency	Percentage
21-30 years old	3	6.6
31-40 years old	20	44.44
41-50 years old	13	28.88
51-60 years old	8	17.77
61 or more	1	2.2
<b>Total</b>	<b>45</b>	<b>100</b>

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 **$\bar{X}=41.9$**

Table 2.1 shows the frequency and percentage distribution of the respondents' profile with regard to age. As shown in the table, twenty (20) or 44.44 % of the respondents are aged 31-4 years old which implies that most of the respondents who are engaged in the academe belong to the middle adulthood stage as further shown by the mean age of 41.9 This implies that majority of the respondents are in their middle adulthood stage, the stage when these people are in the peak of their career and are expected to be energetic and enthusiastic. The lowest frequency of 1 or 2.2 percent which implies that very less belonged to the age bracket of 61 years old or more which means that criminology faculty members upon reaching this age prefers to enjoy life.

**Table 2.2 Frequency and Percentage Distribution of the Respondents' Profile with Regard to Gender**

Gender	Frequency	Percentage
Male	33	73.33
Female	13	26.66
<b>Total</b>	<b>45</b>	<b>100</b>

Table 2.2 presents the frequency and percentage distribution of the respondents' profile with regard to gender. As presented in the table, majority of the respondents are males with a frequency of 33 or 71.11 % which implies such profession is tailored for male domination whereas the lowest frequency of 12 or 26.66% belonged to female respondents.

**Table 2.3 Frequency and Percentage Distribution of the Respondents' Profile with Regard to Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percentage
College Degree holder	12	26.66
Earned Units (Master's)	21	46.66
Master's Degree holder	8	17.77
Earned units (Doctorate)	4	8.88
<b>Total</b>	<b>45</b>	<b>100</b>



Table 2.3 shows the frequency and percentage distribution of the respondents' profile relative to highest educational attainment. As gleaned from the table, the highest frequency of 21 or 46.66% have earned units in Master's Degree which implies that most of the respondents are pursuing higher level in their educational growth in compliance with the basic requirements prescribed by the Commission on Higher Education Memorandum #21 series of 2005. The lowest frequency of 4 or 8.88 percent have earned units in Doctorate Degree which implies that some criminology faculty members are determined to pursue higher education to be above the CHED set standards but are affected with different problems like financial constraints and the like.

**Table 2.4 Frequency and Percentage Distribution of the Respondents' Profile with Regard to Eligibility**

<b>Eligibility</b>	<b>Frequency</b>	<b>Percentage</b>
PRC License	43	95.55
CSC Eligibility	1	2.22
NAPOLCOM	1	2.22
<b>Total</b>	<b>45</b>	<b>100</b>

Table 2.5 shows the frequency and percentage distribution of the respondents' profile with regard to eligibility. As shown in the table, the highest frequency of 43 or 95.55 % is criminology board passer which implies that most respondents comply with the minimum requirements for college faculty in terms of eligibility. The lowest frequency of 1 or 2.22% for both CS Professional and NAPOLCOM respectively which implies that there are faculty members who passed other related eligibilities to support their experiences in the field of law enforcement in order to be qualified to teach.

**Table 2.5 Frequency and Percentage Distribution of the Respondents' Profile with Regard to Length of Service as Criminology Faculty**

<b>Length of Service as Criminology Faculty</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	17	37.77
6-10 years	18	40
11-15 years	7	15.55
16-20 years	3	6.66
<b>Total</b>	<b>45</b>	<b>100</b>

$$\bar{X}=7.5$$





Table 2.5 reveals by means of frequency and percentage distribution of the respondents' profile with regard to length of service as Criminology Faculty. As revealed by the table above, the highest frequency of 18 or 40 % belong to 6-10 years while the lowest frequency belonged to 16-40 years. The mean length of service is 7.5 years imply that majority of the respondents have been teaching in the academe for quite number of years.

**Table 2.6 Frequency and Percentage Distribution of the Respondents' Profile with Regard to Designation/Rank**

Designation/Rank	Frequency	Percentage
Instructor level	33	73.33
Assistant Professor Level	2	4.44
Associate professor Level	5	11.11
Professor Level	5	11.11
<b>Total</b>	<b>45</b>	<b>100</b>

Table 2.6 shows the frequency and percentage distribution of the respondents' profile with regard to designation/rank. As shown from the table, the highest frequency of 33 or 73.33 % belonged to Instructor Level which implies that most respondents are still on the level where minimum requirements are being met as also reflected in their years of service. Further, moving up to a higher level of the faculty ranking requires fulfillment of the different criteria like academic qualifications, researches done, affiliations and the like. The lowest frequency of 2 or 4.44% belonged to Assistant Professor Level which implies that some are complying the different requirements for them to be promoted.

**Table 2.7**

**Summary of the Frequency and Percentage Distribution of the Respondents' Profile**

Age	Frequency	Percentage
21-30 years old	3	6.6
31-40 years old	20	44.44
41-50 years old	13	28.88
51-60 years old	8	17.77
61 or more	1	2.2
Gender	Frequency	Percentage
Male	32	71.11
Female	13	28.88
Highest Educational Attainment	Frequency	Percentage
College Degree holder	12	26.66
Earned Units (Master's)	21	46.66
Master's Degree holder	8	17.77



Earned units (Doctorate)	4	8.88
<b>Eligibility</b>	<b>Frequency</b>	<b>Percentage</b>
PRC License	43	95.55
CSC eligibility	1	2.22
Napolcom	1	2.22
<b>Length of service as Criminology Faculty</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	17	37.77
6-10 years	18	40
11-15 years	7	15.55
16-20 years	3	6.66
<b>Designation/Rank</b>	<b>Frequency</b>	<b>Percentage</b>
Instructor level	33	73.33
Assistant Professor Level	2	4.44
Associate professor Level	5	11.11
Professor Level	5	11.11

Table 2.6 summarizes in terms of frequency and percentage of the respondents' profile with regard to the different variables. As gleaned from the table, majority of the respondents belong to the middle adulthood stage, are males, earned Master's Degree units, have passed the Licensure Examination for Criminologists, have spent more than seven years in the academe and occupy the Instructor's Level.

**2. How do the respondents assess the contents of the proposed Internship Manual Guide for criminology students of Olivarez, College, Parañaque City in terms of the mentioned variables?**

**Table 3.1 Item Mean and Descriptive Distribution of the Respondents' Assessment on the Contents of the Proposed Internship Manual Relative to Objectives**

Item	Item Mean	Descriptive Interpretation
a. Specifies clearly the background of the Criminology program to give firsthand information to the readers.	4.77	Highly Agree
b. States the mission, vision and core values of Olivarez College which serve as guiding posts for the interns.	4.88	Highly Agree
c. Includes the mission of the criminology program.	4.68	Highly Agree
d. Provides the general objectives of the program in order to broaden their knowledge and understanding to the course they have enrolled.	4.77	Highly Agree
<b>Category Mean</b>	<b>4.77</b>	<b>Highly Agree</b>



Table 3.1 describes the item mean and descriptive interpretation of the respondents' assessment on the contents of the proposed Internship Manual relative to Objectives. As described by the table, all of the items obtained a descriptive rating of "highly agree" with the highest numerical value of 4.88 on "States the mission, vision and core values of Olivarez College which serve as guiding posts for the interns." followed with "Specifies clearly the background of the Criminology program to give first-hand information to the readers" and "Provides the general objectives of the program in order to broaden their knowledge and understanding to the course they have enrolled" with a descriptive rating of 4.77 respectively. The lowest numerical value of 4.68 "Includes the mission of the criminology program" which implies that the respondents believed that that the manual complies with the standards set by the Commission and this will help all students to be able to put it in heart and mind the core values of the school to guide as they go through their studies. The category mean of 4.77 or "highly agree" implies that the respondents assessed that there is really a need to come up with this kind of manual.

**Table 3.2 Item Mean and Descriptive Distribution of the Respondents' Assessment on the Contents of the Proposed Internship Manual Relative to Internship Program**

<b>Item</b>	<b>Item Mean</b>	<b>Descriptive Interpretation</b>
a. Introduces the expectations from every intern during the implementation of the Internship Program.	4.82	Highly Agree
b. Gives ideas on the different factors that interns shall undergo and what they can gain while having their hands-on activities.	4.68	Highly Agree
c. Defines the whole course, its expectations, the limitations and the proper conduct of the internship program.	4.73	Highly Agree
d. Provides the guidelines in the conduct of the if the Internship specifically covering the whole program.	4.64	Highly Agree
<b>Category Mean</b>	<b>4.71</b>	<b>Highly Agree</b>

Table 3.2 describes the item mean and descriptive interpretation of the respondents' assessment on the contents of the proposed Internship Manual relative to Internship Program. As gleaned from the table, all of the items obtained a descriptive rating of "highly agree" with the highest numerical value of 4.82 on "Introduces the expectations from every intern during the implementation of the Internship Program" which implies that the



respondents were convinced that the manual provides the necessary information to make interns informed of what is all about the program before they will be dispatched to the different partner agencies.. The second highest numerical value of 4.73 on “Defines the whole course, its expectations, the limitations and the proper conduct of the internship program” followed with “Gives ideas on the different factors that interns shall undergo and what they can gain while having their hands-on activities” and “Provides the guidelines in the conduct of the if the Internship specifically covering the whole program” with numerical ratings of 4.68 and 4.64 respectively. The category mean of 4.71 or “highly agree” implies that the respondents found out that the manual is a useful tool for both students and faculty in understanding what is Internship program.

**Table 3.3 Item Mean and Descriptive Distribution of the Respondents’ Assessment on the Contents of the Proposed Internship Manual Relative to Duties and Responsibilities**

items	Item Mean	Descriptive Interpretation
a. Emphasizes the duties and responsibilities of the Interns during the conduct of the Internship program.	4.68	Highly Agree
b. Provides guidelines on what to expect from Interns during implementation of the Internship program.	4.68	Highly Agree
c. Specifies the duties and responsibilities of the school, especially the Instructor on the well-being of the Interns.	4.77	Highly Agree
d. Specifies the duties and responsibilities of the site supervisor over the Interns from the time they are dispatched to the different partner agencies.	4.64	Highly Agree
e. Specifies the duties and responsibilities of the Instructor especially on the academic aspect of the Interns aside from their performance in the different offices where they are assigned.	4.68	Highly Agree
<b>Category Mean</b>	<b>4.69</b>	<b>Highly Agree</b>

Table 3.3 presents the item mean and descriptive interpretation of the respondents’ assessment on the contents of the proposed Internship Manual relative to Duties and Responsibilities. As presented on the table, all of the items obtained a descriptive rating of “highly agree” with the highest numerical value of 4.77 on “Specifies the duties and responsibilities of the school, especially the Instructor on the well-being of the Interns..”



which implies that the respondents were able to appreciate that the manual provides the necessary reminders to both the interns and the faculty on the thing that are expected of them during the duration of the Internship Program. Followed with “Emphasizes the duties and responsibilities of the Interns during the conduct of the Internship program”, “Provides guidelines on what to expect from Interns during implementation of the Internship program” and “Specifies the duties and responsibilities of the site supervisor over the Interns from the time they are dispatched to the different partner agencies” with a numerical ratings of 4.68 respectively. The category mean of 4.69 or “highly agree” implies that the enumeration of the duties and responsibilities will serve as a reminder on how they will conduct themselves all the time. It further implies that students are aware what are the things they need to perform, what is expected of him, this is also true to the faculty members who are in-charge in dispatching students, the instructor on-site as well as the partner agencies. These duties and responsibilities are the concerns of all those involve in the conduct of the Internship Program.

**Table 3.4 Item Mean and Descriptive Distribution of the Respondents’ Assessment on the Contents of the Proposed Internship Manual Relative to Policies Affecting Interns**

Items	Item Mean	Descriptive Interpretation
a. States the policies on the admission of Interns, the requirements before a student is allowed to enroll said subject	4.91	Highly Agree
b. Prescribes the uniform to be used in the conduct of the Internship in compliance with CMO#37.	4.73	Highly Agree
c. Prescribes the allowable number of units that an Intern can enroll aside from the 6-unit practicum in consonance with school policies.	4.82	Highly Agree
d. Specifies the marking of punctuality of Interns in terms of attendance, tardiness, absences and the like.	4.73	Highly Agree
e. Specifies the basis in the conduct of periodic examinations in consonance with school policies.	4.73	Highly Agree
f. Specifies grading system which serves as a basis in giving grades to Interns in consonance with school policies.	4.6	Highly Agree
g. Provides guidelines in giving recognition, awards and the like to deserving Interns.	4.73	Highly Agree
<b>Category Mean</b>	<b>4.75</b>	<b>Highly Agree</b>



Table 3.4 describes the item mean and descriptive interpretation of the respondents' assessment on the contents of the proposed Internship Manual relative to Policies Affecting Interns. As gleaned from the table, all of the items obtained a descriptive rating of "highly agree" with the highest numerical value of 4.91 on "States the policies on the admission of Interns, the requirements before a student is allowed to enroll said subject" which implies that the respondents believed that there is a need to orient interns on the policies governing admission so that they will know if they are qualified or not and the needed requirements to be acquired and submitted before given permission to enroll the subject. The lowest numerical rating in all the items is 4.6 or "highly agree" on "Specifies grading system which serves as a basis in giving grades to Interns in consonance with school policies". The category mean of 4.75 or "highly agree" implies that all the items presented are important in order to give light on the different policies that interns should know and follow.

**Table 3.5 Item Mean and Descriptive Distribution of the Respondents' Assessment on the Contents of the Proposed Internship Manual Relative to Conduct and Discipline of Interns**

Item	Item Mean	Descriptive Interpretation
a. Provides the guidelines on the proper conduct and discipline of Interns.	4.64	Highly Agree
b. Enumerates the conduct expected from each interns while performing their individual tasks.	4.68	Highly Agree
c. Mentions the moral responsibility and obligation of the Interns while they are under the supervision of their office supervisor.	4.68	Highly Agree
d. Provides the list of prohibited acts while undergoing their Internship	4.77	Highly Agree
e. Specifies the tasks and decorum of Interns with their co-workers, supervisors and community as a whole.	4.73	Highly Agree
<b>Category Mean</b>	<b>4.7</b>	<b>Highly Agree</b>

Table 3.5 presents the item mean and descriptive interpretation of the respondents' assessment on the contents of the proposed Internship Manual relative to Conduct and Discipline of Interns. As gleaned from the table, all of the items obtained a descriptive rating of "highly agree" with the highest numerical value of 4.77 on "Provides the list of prohibited



acts while undergoing their Internship” which implies that the respondents agreed that the manual should give emphasis on the things that they should not do. This way, it will remind the interns that whatever negative acts they do will affect their performance as well as the image of the school. The lowest numerical rating in all the items is 4.64 or “highly agree” “Provides the guidelines on the proper conduct and discipline of Interns”. The category mean of 4.7 or “highly agree” implies that the interns are expected to conduct themselves as professionals since this is the last step in their college lives before they will be granted their diplomas.

**Table 3.6 Item Mean and Descriptive Distribution of the Respondents’ Assessment on the Contents of the Proposed Internship Manual Relative to Interns’ Activities**

Item	Item Mean	Descriptive Interpretation
a. Provides the calendar of activities as a guide during the whole semester of the Internship.	4.77	Highly Agree
b. Provides a diary for their daily activities while performing their Internship.	4.64	Highly Agree
c. Provides a systematic guidelines and notes for the Interns to easily jot down their daily experiences gained while on duty.	4.68	Highly Agree
d. Provides a handy tickler / notepad as a daily guide for the Interns.	4.86	Highly Agree
<b>Category Mean</b>	<b>4.73</b>	<b>Highly Agree</b>

Table 3.6 presents the item mean and descriptive interpretation of the respondents’ assessment on the contents of the proposed Internship Manual relative to Interns’ Activities. As presented on the table, all of the items obtained a descriptive rating of “highly agree” with the highest numerical value of 4.86 on “Provides a handy tickler / notepad as a daily guide for the Interns.” which implies that the respondents believed that producing this kind of manual provides the students a handy and ready reference for them to be reminded all the time the different aspects governing their Internship Program. The lowest numerical rating in all the items is 4.64 or “highly agree” is on “Provides a diary for their daily activities while performing their Internship”. The category mean of 4.73 or “highly agree” implies that the manual is a useful aid in guiding the interns in all their activities all throughout the conduct of the Internship program.



**Table 3.7 Summary of the Item Mean and Descriptive Distribution of the Respondents' Assessment on the Contents of the Proposed Internship Manual**

Item	Item Mean	Descriptive Interpretation
a. Objectives	4.77	Highly Agree
b. Internship Program	4.71	Highly Agree
c. Duties and Responsibilities	4.69	Highly Agree
d. Policies Affecting Interns	4.75	Highly Agree
e. Conduct and Discipline of Interns	4.7	Highly Agree
f. Interns' Activities	4.73	Highly Agree
<b>Category Mean</b>	<b>4.72</b>	<b>Highly Agree</b>

Table 3.7 summarizes the category mean and descriptive interpretation distribution of the respondents' assessment on the contents of the proposed Internship Manual. As gleaned from the table, all the six (6) items obtained a descriptive rating of "highly agree". This implies that the respondents assessed that the manual will help to those who will undergo Criminology Internship Program as it provides the necessary information important in conducting the subject and also in compliance with Commission on Higher Education Memorandum Order #37 series of 2010.

**3. Is there a significant difference in the assessment of the respondents on the contents of the proposed Internship Manual in the above-mentioned variables?**

**4.**

**Table 4.1 Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped According to their Age**

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
<b>between</b>	<b>5.665</b>	<b>4</b>	1.416	<b>3.739</b>
<b>error</b>	<b>6.819</b>	18	0.3788	
<b>Total</b>	<b>12.48</b>	<b>22</b>		

The probability of this result, assuming the null hypothesis, is 0.022

As gleaned from the data presented in Table 4.1, there is a significant difference on the assessment of the proposed internship manual when grouped according to age as shown in the calculated value of 3.739 which is greater than the critical value of 2.93. This implies that the respondents vary in their assessment as to the presentation of the contents of the proposed Internship Manual.





**Table 4.2 Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped According to their Gender**

Assessment	Male	Female
Mean	4.74	4.89
n	33	17
Standard Deviation	0.205	0.657
z calculated		0.9186
Conclusion		Accept Ho. There is no significant difference.

Table 4.2 shows that there is no significant difference between the assessments of the proposed Internship Manual when grouped according to gender as shown in the t calculated value of 0.9186 which is less than the critical value of z which is 1.96. This implies that the respondents regardless of gender have the same assessment on the proposed Internship Manual.

**Table 4.3 Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped according to Highest Educational Attainment**

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
between	4.551	3	1.517	6.948
error	3.493	16	0.2183	
total	8.044	19		
The probability of this result, assuming the null hypothesis, is 0.003				

As gleaned from the data presented in Table 4.3, there is a significant difference on the assessment of the proposed internship manual when grouped according to highest educational attainment as shown in the calculated value of 6.948 which is greater than the critical value of 3.24. This implies that the assessment on the different variables on the proposed Internship Manual vary depending on the level of education that the respondents have acquired.

**Table 4.4 Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped According to Eligibility**

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
between	0.5200	2	0.2600	4.107
error	0.7596	12	6.3300E-02	
total	1.280	14		
The probability of this result, assuming the null hypothesis, is 0.044				



As gleaned from the data presented in Table 4.4, there is a significant difference on the assessment of the proposed internship manual when grouped according to eligibility as shown in the calculated value of 4.107 which is greater than the critical value of 3.89. This implies that the respondents differ on their assessment on the proposed Internship Manual.

**Table 4.5 Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped According to length of Service as Criminology**

**Faculty**

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
<b>between</b>	2.295	<b>4</b>	0.5737	4.564
<b>error</b>	2.388	19	0.1257	
<b>total</b>	4.683	23		
The probability of this result, assuming the null hypothesis, is 0.009				

As gleaned from the data presented in Table 4.5, there is a significant difference on the assessment of the proposed internship manual when grouped according to length of service as Criminology faculty as shown in the calculated value of 4.564 which is greater than the critical value of 2.90. This implies that the number of years engaged in the academe affects the assessment of the respondents on the contents of the proposed Internship Manual.

**Table 4.6**

**Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped According to Rank / Designation**

Source of Variation	Sum of Squares	d.f.	Mean Squares	F
<b>between</b>	0.9762	<b>2</b>	0.4881	5.056
<b>error</b>	1.159	12	9.6543E-02	
<b>total</b>	2.135	14		
The probability of this result, assuming the null hypothesis, is 0.026				

As gleaned from the data presented in Table 4.6, there is a significant difference on the assessment of the proposed internship manual when grouped according to designation/rank as shown in the calculated value of 5.056 which is greater than the critical



value of 3.89. This implies that they differ on the assessment on the proposed Internship Manual depending on the level of their faculty ranking in their school.

**Table 4.7 Summary on the Test of Difference in the Respondents' Assessment on the Contents of the proposed Internship Manual when Grouped according to the profile variables**

Profile Variables	Interpretation
Age	There is a significant difference
Gender	There is no significant difference
Highest Educational Attainment	There is a significant difference
Eligibility	There is a significant difference
Designation/rank	There is a significant difference

Table 4.7 summarizes the results of the test of difference in the respondents' Assessment on the Contents of the proposed Internship Manual when Grouped according to the profile variables. As presented on the table, when the respondents were grouped according to gender, no significant difference exists which implies that regardless of the above-mentioned variable, the respondents have the same assessment as to the contents of the proposed Internship Manual whereas when they were grouped according to age, highest educational attainment, eligibility and rank/designation, their assessment vary/differ.

**5. How do the respondents assess the contents of the proposed Internship Manual in compliance with CHED Memorandum Order #37, series of 2010 in terms of the given variables?**

**Table 5 Item Mean and Descriptive Distribution of the Respondents' Assessment on the Contents of the Proposed Internship Manual**

Item	Item Mean	Descriptive Interpretation
a. Objectives	4.77	Highly Agree
b. Internship Program	4.71	Highly Agree
c. Duties and Responsibilities	4.69	Highly Agree
d. Policies Affecting Interns	4.75	Highly Agree
e. Conduct and Discipline of Interns	4.7	Highly Agree
f. Interns' Activities	4.73	Highly Agree
<b>Category Mean</b>	<b>4.72</b>	<b>Highly Agree</b>

Table 5 presents the item mean and descriptive distribution of the respondents' assessment on the contents of the proposed Internship Manual in compliance with CMO#37 series of



2010. As gleaned from the table, all the items obtained a descriptive rating of “highly agree”. This implies that the respondents assessed the manual compliant with the CMO#37 and it will be of help to those would-be criminology students who want to take up the said course.

**6. What problems are encountered by the instructors in the implementation of the criminology Internship Program?**

**Table 6 Rank Distribution on the Problems Encountered in the Conduct of the Internship Program**

<b>Problems</b>	<b>Rank</b>
First time to handle the subject	1
Distance of partner agencies to the school	2
Lack of adequate references / textbooks to be used by Instructors and students during the Internship program	3
Lack of proper coordination with parents, school administration and partner agencies	4
Lack of knowledge on the proper implementation of the internship program	5
Uncooperative partner agencies	6
Lack of financial support for spot inspection to the different partner agencies' offices	7
Lack of orientation / seminar on the updates / changes in the implementation of the program	8
Lack of proper supervision of the dispatched Interns	9

Table 6 shows the rank distribution on the problems encountered in the conduct of the Internship Program. As shown by the table, ranked no. 1 “First time to handle the subject” which implies that this is the most perceived problem in the conduct of Internship Program. It implies further that the faculty in-charge in the conducting the Internship program has limited knowledge and experience in performing such job whereas rank last is the “Lack of proper supervision of the dispatched Interns” which implies that this is the least perceived problem because the respondents have no difficulty in coordinating with and supervising the dispatched interns.



**7. What suggestions / recommendations may be offered to improve the proposed Internship Manual and its implementation?**

**Table 7 Rank Distribution on the Possible Recommendations in order to Improve the Proposed Internship Manual and the Conduct of the Program**

Possible Recommendations	Rank
Continuous updating on the current issues / trends in criminology education.	1
Sufficient financial support shall be provided in order to facilitate easy monitoring.	2
Attendance on seminar workshops related to the implementation of the program	3.5
Proper monitoring of interns through spot inspection, phone calls, interview and the like	3.5
Proper coordination with parents through orientation and meeting with school administration	5.5
Senior faculty members shall handle Internship programs.	5.5
Selection of a better partner agency proximate to the school campus	7

Table 7 shows rank distribution of the recommendations to improve the proposed Internship Manual and the conduct of the Internship Program. As shown by the table, ranked no. 1 is “Continuous updating on the current issues / trends in criminology education” which implies that all criminology faculty should find ways to keep themselves abreast with updates in the field of criminology. The last rank belongs to “Selection of a better partner agency proximate to the school campus” which implies that school offering criminology program should widen their networking in order to get some alternative partner agencies that can provide the needed exposure for criminology students. It further implies that there are numerous law enforcement agencies that can cater or accommodate criminology students.

### **SUMMARY OF FINDINGS**

Based from the analyzed data, the researcher summarized the findings as follows:

1. Respondents’ Profile with regard to:

- 1.1 Age- the most numbered, twenty (20) or 44.44 % of the respondents are aged 31-4 years old which implies that most of the respondents who are engaged in the



academe belong to the middle adulthood stage as further shown by the mean age of 41.9 This implies that respondents are in their middle adulthood stage, the stage when these people are in the peak of their career and are expected to be energetic and enthusiastic.

1.2 Gender- majority, majority of the respondents are males with a frequency of 33 or 71.11 % which implies such profession is tailored for male domination

1.3 Highest Educational Attainment - the most-numbered, 21 or 46.66% have earned units in Master's Degree which implies that most of the respondents are pursuing higher level in their educational growth in compliance with the basic requirements prescribed by the Commission on Higher Education Memorandum #21 series of 2005.

1.4 Eligibility- the most-numbered, 43 or 95.55 % is criminology board passer which implies that most respondents comply with the minimum requirements for college faculty

1.5 Length of Service- majority, 18 or 40 % belonged to 6-10 years with mean length of service is 7.5 years imply that majority of the respondents have been teaching in the academe for quite number of years.

1.6 Designation/Rank - the most-numbered, 33 or 73.33 % belonged to Instructor Level which implies that most respondents are still on the level where minimum requirements are being met and moving up to a higher level of the faculty ranking requires fulfillment of the different criteria.

2. Respondents' assessment on the contents of the proposed Internship Manual: Guide for criminology students of Olivarez, College, Parañaque City in terms of the mentioned variables

2.1 Objectives - category mean of 4.77 or "highly agree" implies that the respondents assessed that there is really a need to come up with this kind of manual.

2.2 Internship Program - category mean of 4.71 or "highly agree" implies that the respondents found out that the manual is a useful tool for both students and faculty in understanding what is Internship program.

2.3 Duties and Responsibilities- category mean of 4.69 or "highly agree" implies that the enumeration of the duties and responsibilities will serve as a reminder on how they



will conduct themselves all the time and students are aware what are the things they need to perform, what is expected of him, this is also true to the faculty members who are in-charge in dispatching students, the instructor on-site as well as the partner agencies.

2.4 Policies Affecting Interns – category mean of 4.75 or “highly agree” implies that all the items presented are important in order to give light on the different policies that interns should know and follow.

2.5 Conduct and Discipline - category mean of 4.7 or “highly agree” implies that the interns are expected to conduct themselves as professionals since this is the last step in their college lives before they will be granted their diplomas.

2.6 Interns’ Activities - category mean of 4.73 or “highly agree” implies that the manual is a useful aid in guiding the interns in all their activities all throughout the conduct of the Internship program.

3. Test of Difference in the Respondents’ test of difference in the respondents’ Assessment on the Contents of the proposed Internship Manual when Grouped according to the profile variables.

When the respondents were grouped according to gender, no significant difference exist which implies that regardless of the above-mentioned variable, the respondents have the same assessment as to the contents of the proposed Internship Manual whereas when they were grouped according to age, highest educational attainment, eligibility and rank/designation, their assessment vary/differ.

4. Respondents assess the contents of the proposed Internship Manual in compliance with CHED Memorandum Order #37, series of 2010 in terms of the given variables.

All the items obtained a descriptive rating of “highly agree”. This implies that the respondents assessed the manual compliant with the CMO#37 and it will be of help to those would-be criminology students who want to take up the said course.

5. Problems are encountered by the instructors in the implementation of the criminology Internship Program

Ranked no. 1 “First time to handle the subject” which implies that this is the most perceived problem in the conduct of Internship Program. It implies further that the



faculty in-charge in the conducting the Internship program has limited knowledge and experience in performing such job whereas rank last is the “Lack of proper supervision of the dispatched Interns” which implies that this is the least perceived problem because the respondents have no difficulty in coordinating with and supervising the dispatched interns.

6. Suggestions / recommendations may be offered to improve the proposed Internship Manual and its implementation

Ranked no. 1 is “Continuous updating on the current issues / trends in criminology education” which implies that all criminology faculty should find ways to keep themselves abreast with updates in the field of criminology. The last rank belongs to “Selection of a better partner agency proximate to the school campus” which implies that school offering criminology program should widen their networking in order to get some alternative partner agencies that can provide the needed exposure for criminology students. It further implies that there are numerous law enforcement agencies that can cater or accommodate criminology students.

## **CONCLUSIONS**

1. The more experience a faculty is, the more he is knowledgeable in his field, the higher the educational qualification, the more he is equipped with the right information that he can impart to his students.
2. The respondents have the same assessment when grouped in terms of gender whereas they differ in some aspects of the assessment when grouped according to age, educational attainment, eligibility, years of service and rank due to exposure in the field of work.
3. Faculty members are being faced with various problems in the conduct of Internship Program due to different factors like exposure on the work, lack of educational advancement and proper coordination with network agencies.
4. Proper and timely orientation to all those who are involved in the conduct of Internship Program shall convene in order to have uniform implementation of guidelines and immediate solutions will be raised on encountered loopholes of the program.





## **RECOMMENDATIONS**

In the light of the findings, the researcher recommends the following;

- Attend regular seminar-workshops and conventions relative to the implementation of the Internship Program.
- Strengthening relationship with other law enforcement agencies to have enough choices in the deploying Interns.
- Provisions of adequate educational materials that will help enhance skills and ability of both faculty and students in dealing with pressing problems in the academe.
- Stronger and harmonious relationship with parents of students, administration and partner agencies.
- Updating oneself as part of professional growth and advancement.

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