

Internship Program Effectiveness at Lyceum of Tuao: Inputs for Continuous Quality Improvement

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Abstract

Internship programs are essential in bridging academic learning with professional practice, and their success depends on compliance with established standards. This study assessed the BS Criminology Internship Program of Lyceum of Tuao in relation to CHED Memorandum Orders No. 5, s. 2018 and No. 37, s. 2010. Using a quantitative descriptive design, data were gathered from 134 criminology interns, 10 faculty and administrative personnel, and 30 host training agency personnel from the PNP, BFP, and BJMP. Statistical tools such as mean, weighted rank and independent sample t-test were employed. Findings revealed very high compliance overall, with school responsibilities, uniform, and the pre- and post-immersion phases rated strongest, reflecting accountability, professional identity, and structured evaluation. The immersion phase and safety and protection, while still very high, scored slightly lower, suggesting the need to reinforce academic outputs and insurance coverage. Venue was rated at high compliance, pointing to accessibility concerns. Independent samples t-test results showed broad consensus across most areas, though differences emerged in school responsibilities and immersion, highlighting varying perspectives between faculty, interns, and host agencies.

Challenges included interns' motivation and preparedness, faculty capacity and coordination, and host agencies' resource limitations. The proposed plan of action therefore focuses on enhancing and reinforcing existing best practices in supervision, safety, venue accessibility, academic integration, and student readiness to sustain exemplary compliance and ensure a more holistic internship experience.

Keywords: *Compliance, Criminology Interns, Internship Program, Policies and Standards, and Practicum Challenges.*

INTRODUCTION

Education plays a vital role in developing competent, responsible, and productive individuals who can contribute to national development. In support of this goal, the United Nations adopted the Sustainable Development Goals (SDGs), with Sustainable Development Goal 4 (SDG 4) emphasizing the provision of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. One of the strategies for achieving this goal is the implementation of internship and work-integrated learning programs that enable students to apply classroom learning in actual workplace settings while developing the competencies required by their professions. Internship is an essential component of higher education because it bridges theoretical knowledge and practical experience.

Through internship, students gain opportunities to apply academic concepts, develop technical and professional competencies, strengthen work values, and become familiar with the realities of their chosen professions. In criminology education, internship is particularly important because it exposes students to actual criminal justice operations, enhances their professional competence, and prepares them for future employment in law enforcement, corrections, fire protection, forensic science, security, and other agencies within the criminal justice system. Recognizing the significance of internship in producing competent graduates, the Commission on Higher Education (CHED) has established policies, standards, and guidelines governing the implementation of the Bachelor of Science in Criminology program. CHED Memorandum Order (CMO) No. 05, Series of 2018 prescribed the Policies, Standards, and Guidelines for the BS Criminology program and adopted an outcomes-based approach to ensure that graduates acquired the competencies expected of criminology professionals.

In support of this memorandum, CHED Memorandum Order No. 37, Series of 2010 provides specific guidelines for the conduct of Practicum or On-the-Job Training (OJT) and Community Immersion. These policies defined the objectives, requirements, responsibilities, and implementation procedures that higher education institutions must observe to ensure the quality, relevance, and effectiveness of the internship program. As a Catholic higher education institution, Lyceum of Tuao is committed to forming Christ-centered, competent, compassionate, and mission-driven graduates who contribute to social transformation through faith, excellence, and service. Guided by its philosophy of transformative Catholic education, the institution emphasizes servant leadership, responsive research, community engagement, and sustainable practices in preparing students for professional practice.

These institutional ideals were reflected in their commitment to developing graduates who are ethical, competent, collaborative, innovative, lifelong learners, and responsible members of society. In the Bachelor of Science in Criminology program, the internship served as a vital component in achieving these educational goals by providing students with meaningful opportunities to apply classroom learning, strengthen professional competence, cultivate ethical values, and demonstrate responsible service in actual criminal justice settings. Consequently, ensuring that the internship program complied with the standards prescribed by the Commission on Higher Education (CHED) is essential in realizing the institution's mission of producing competent and socially responsive criminology professionals. Despite the importance of internship in criminology education, limited local studies have examined the compliance of

criminology internship programs with the provisions of CHED Memorandum Order No. 05, Series of 2018 and CHED Memorandum Order No. 37, Series of 2010.

No documented study has been conducted to assess the compliance of the Bachelor of Science in Criminology Internship Program of Lyceum of Tuao with these policies and standards. In view of this, this study was undertaken to assess the extent of compliance of the Bachelor of Science in Criminology-Internship Program of Lyceum of Tuao with the provisions of CHED Memorandum Order No. 05, Series of 2018 and CHED Memorandum No. 37, Series of 2010. Specifically, the study sought to determine the program's compliance with the prescribed policies and standards as perceived by criminology interns and faculty administration and personnel. The findings of the study are expected to provide empirical evidence that may serve as a basis for strengthening the implementation of the internship program and supporting continuous quality improvement, thereby contributing to the institution's commitment to deliver quality criminology education consistent with the objectives of Sustainable Development Goal 4.

Statement of the Problem

This study aimed to assess the effectiveness of the Bachelor of Science in Criminology Internship Program of Lyceum of Tuao.

Specifically, it sought to answer the following questions:

1.What is the extent of compliance of the BS Criminology Internship Program of Lyceum of Tuao, as assessed by the interns, faculty administration and personnel, and host training establishment representatives, in terms of:

1.1 Uniform;

1.2 Safety and Protection;

1.3 Venue;

1.4 School Responsibilities; and

1.5 Phases of the Practicum

2.Is there a significant difference in the assessments of the interns, faculty administration and personnel, and host training establishment representatives regarding the effectiveness of the BS Criminology Internship Program?

3.What challenges are encountered in the implementation of the BS Criminology Internship Program in relation to the provisions of CHED Memorandum Order No. 05, Series of 2018 and CHED Memorandum Order No. 37, Series of 2010?

4.Based on the findings of the study, what inputs for continuous quality improvement may be proposed to enhance the effectiveness of the BS Criminology Internship Program of Lyceum of Tuao?

Hypothesis

This study was guided by a lone hypothesis that:

- There is no significant difference in the assessments of the interns, faculty administration and personnel, and host agency training personnel regarding the effectiveness of the BS Criminology Internship Program of Lyceum of Tuao.

METHODOLOGY

Research Design

This study utilized the quantitative method of research employing a descriptive research design. Descriptive research is appropriate for the study because it used to describe existing conditions, practices, and perceptions as they naturally occur. Specifically, it enabled the researcher to evaluate the effectiveness of the BS Criminology Internship Program of Lyceum of Tuao by assessing its compliance with CHED policies, determining respondents' assessment of the program's effectiveness, identifying the challenges encountered during implementation, and generating inputs for Continuous Quality Improvement. This design was also deemed suitable because the study focused on obtaining and analyzing the assessments of stakeholders directly involved in the implementation of the internship program.

Respondents of the Study

The respondents of the study consisted of three groups directly involved in the implementation of the BS Criminology Internship Program of Lyceum of Tuao, namely: criminology interns, school administrators and faculty members, and host training establishment personnel.

Data Gathering Tool

The researcher used the following data gathering tools to collect the needed data needed in the study. A Survey Questionnaire that was researcher-made, designed to assess the compliance of the BS Criminology Internship Program of Lyceum of Tuao. The questionnaire was developed based on the provisions and standards prescribed in Commission on Higher Education (CHED) Memorandum Order No. 5, Series of 2018 (Policies, Standards and Guidelines for the Bachelor of Science in Criminology Program) and CHED Memorandum Order No. 37, Series of 2010 (Guidelines in the Conduct of Practicum (On-the-Job Training and Community Immersion) Requirement for BS Criminology Students).

Statistical Tools and Data Analysis

Weighted Mean was utilized to determine the extent of compliance of Lyceum of Tuao's BS Criminology Internship Program. Mean scores were interpreted using the likert scale.

Independent Samples t-test was also used to determine whether there was a significant difference between the assessments of two independent groups of respondents (interns and faculty administration/personnel or interns and host training establishment representatives) regarding the extent of compliance of the BS Criminology Internship Program. The test was conducted at the 0.05 level of significance.

Weighted Rank was used to determine the priority ranking of the challenges encountered during the implementation of the internship program.

RESULTS AND DISCUSSION

1. Extent of compliance of the BS Criminology Internship Program of Lyceum of Tuao, as assessed by the interns, faculty administration and personnel, and host training establishment representatives
 - The BS Criminology Internship Program of Lyceum of Tuao demonstrates a remarkably high level of compliance overall. The strongest areas were school responsibilities and the post-immersion phase, which reflect the institution's clear accountability and structured evaluation mechanisms. Similarly, the uniform and pre-immersion phase also received remarkably high ratings, showing strong adherence to professional identity and thorough preparation of interns. The immersion phase, safety, and protection, while still rated remarkably high, scored slightly lower, suggesting that although safety and structured participation are ensured, academic outputs such as research reports and the integration of theory with practice could be further strengthened. On the other hand, the lowest rating was observed in venue, pointing to areas where accessibility may need improvement. Taken together, these results emphasize that Lyceum of Tuao's internship program is exemplary in its compliance with standards, with only minor areas requiring enhancement to achieve full optimization. This indicates that the program is well-structured and effective, but continuous improvement in logistical support and academic integration will further elevate its quality and impact.
2. Comparison in the assessments of the interns, faculty administration and personnel, and host training establishment representatives regarding the effectiveness of the BS Criminology Internship Program?
 - The test of differences in the assessment of respondents showed that most areas of the internship program such as uniform, safety and protection, venue, pre-immersion, and post-immersion did not yield significant differences. This indicates that interns, faculty administration, and host training establishment representatives share similar perceptions of compliance in these aspects, reflecting

a broad consensus on the program's effectiveness in maintaining standards of preparation, safety, and professional identity. However, notable differences emerged in school responsibilities and the immersion phase. Faculty administration rated school responsibilities slightly higher than interns, suggesting stronger confidence among faculty in the institution's accountability and organizational support. Conversely, interns rated the immersion phase more positively than host training establishment representatives, implying that while students feel supported during immersion, host agencies perceive gaps in aligning academic requirements with workplace realities. These findings highlighted that while overall compliance is consistently recognized, differences in perspective arise where expectations and experiences diverge, underscoring the need for continuous dialogue and collaboration between schools and host agencies to strengthen alignment and program outcomes.

3. Challenges encountered in the implementation of the BS Criminology Internship Program in relation to the provisions of CHED Memorandum Order No. 05, Series of 2018 and CHED Memorandum Order No. 37, Series of 2010

- The challenges encountered during the internship program in compliance with CMO No. 5, s. 2018 and CMO No. 37, s. 2010 reveal distinct patterns across the three groups of respondents. For interns, the most severe challenges were internal factors such as motivation and preparedness, followed by external concerns like adaptation to new environments and workplace expectations. This highlights the importance of strengthening student readiness and professional behavior before and during immersion. For faculty administration and personnel, the challenges centered on institutional capacity and coordination, particularly in securing sufficient host agencies and ensuring smooth communication with team leaders. Meanwhile, host training establishments reported difficulties primarily related to resources and supervisory capacity, such as inadequate facilities and overburdened staff managing large numbers of interns. They also noted issues tied to intern preparedness and coordination with schools. Taken together, these results emphasize that while interns struggle most with personal readiness, faculty face organizational constraints, and host agencies grapple with resource limitations.

Conclusion

Findings revealed that the program demonstrates a remarkably high level of compliance overall, particularly in school responsibilities and the post-immersion phase, which reflects strong accountability and structured evaluation mechanisms. The uniform and pre-immersion phase also received very high ratings, showing clear adherence to professional identity and thorough preparation. While the immersion phase and safety and protection were likewise rated very high, it scored slightly lower, suggesting that academic outputs such as research reports, integration of theory with practice, and safety could be further strengthened. The lowest rating was observed in the venue, pointing to areas where accessibility may need improvement.

The test of differences in respondent assessments showed broad consensus across most areas, indicating shared perceptions of compliance among interns, faculty, and host training establishment representatives. However, differences emerged in school responsibilities and the immersion phase, with faculty expressing stronger confidence in institutional accountability, while host agencies perceived gaps in aligning academic requirements with workplace realities. In terms of challenges, interns struggled most with motivation and preparedness, faculty faced issues of institutional capacity and coordination, and host agencies grappled with resource limitations and supervisory burdens. Taken together, the finding highlights that while the program is exemplary in its compliance, continuous improvement is needed in logistical support, academic integration, coordination, and resource provision. Strengthening collaboration among schools, faculty, and host agencies will ensure a more holistic, equitable, and effective internship experience.

Recommendations

Based on the findings, the following recommendations are proposed to further strengthen the compliance and effectiveness of the Lyceum of Tuao's BS Criminology Internship Program:

College of Criminal Justice Education

- Strengthen academic integration during the immersion phase by requiring more comprehensive research reports that clearly connect theory with practice, since ratings for academic outputs were lower.
- Provide additional support for site supervisors through training and coordination to ensure interns receive consistent feedback and mentoring.
- Develop training modules to improve interns' motivation and preparedness, tackling internal challenges such as professional behavior and adaptation to workplace expectations.

School Administrators

- Strengthen the internship deployment policy by ensuring compliance with CHED Memorandum Order No. 05, Series of 2018, prioritizing the placement of student interns within their respective localities or nearby accredited partner agencies whenever practicable.
- Improve accessibility of practicum venues by expanding partnerships with nearby institutions, as venue ratings were only at high compliance.
- Enhance insurance coverage and safety nets to improve safety and protection, ensuring interns' welfare is fully safeguarded.
- Support faculty in overcoming institutional capacity constraints by securing more host agencies and streamlining coordination with team leaders.

Host Training Establishment

- Allocate sufficient resources and time for site supervisors to provide regular consultation, constructive feedback, and problem resolution, since these aspects received lower ratings.
- Collaborate more closely with schools to align workplace realities with academic requirements, reducing gaps in expectations during immersion.

OJT Program Coordinators

- Strengthening monitoring instruments and evaluation tools to ensure research reports reflect meaningful integration of theory and practice.
- Provide clearer guidelines and structured supervision during immersion to address the lower ratings in academic outputs.
- Offer motivational strategies and workshops to help interns adapt to workplace environments and expectations.

Interns

- Demonstrate stronger motivation and preparedness by actively engaging in research outputs and practicum reports, ensuring quality submissions that meet academic standards.
- Cooperate fully with site supervisors and coordinators to maximize learning opportunities, especially in areas where feedback and evaluation are emphasized.
- Develop resilience and adaptability to overcome external challenges such as workplace expectations and new environments.

Future Researchers

- Investigate how venue accessibility, insurance coverage, and supervisory practices influence internship outcomes.
- Explore strategies for improving academic outputs during immersion, particularly the integration of theory with practice, to strengthen future internship models.

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