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LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE



A Thesis

Presented to the Faculty of Criminal Justice Education
University of Mindanao Bansalan College
Bansalan, Davao del Sur

In Partial Fulfillment of the Requirements for the Degree of
Bachelor of Science in Criminology

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APPROVAL SHEET

This thesis entitled "**LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE,**" prepared and submitted by Hammet Abad, Alven D. Ruelo, and Kervin L. Vergara, in partial fulfillment of the requirements for the degree, Bachelor of Science in Criminology, has been examined and is hereby endorsed for approval and acceptance.


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The journey in making this book is a memorable one. Pains, hardship and struggles and the likes are known to be the main ingredients in the materialization of this study. That we, the proponents of this study stand to prove that this study isn't just made by just listening a tic-tac sound of a clock nor just by counting one to ten. It is a work that requires patience and perseverance in the furtherance per se.

Accordingly, no books are made by just visualising the terms attributed to it. There are people who made their efforts in helping us making this book. Prima facie, we are grateful to the LORD above all for the good health and wellbeing that are sufficiently supplied in order to complete this book.

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The Researchers

ABSTRACT

This study aimed to assess and measure the level of preparedness among student interns in criminology program in UM Bansalan College in relation to their future career. It specifically determined the profile of the respondents in terms of gender and age and ascertained the significant difference in the level of preparedness of student interns in criminology program when analyzed by profile. Descriptive survey method of research was used which involved 56 criminology interns in the school year 2018-2019 who were identified using complete enumeration technique. Through an adapted self-administered questionnaire, results revealed that the profile of respondents in terms of age range from 19 to 21 years old and most of them were male. In particular, the level of preparedness among student interns in criminology program in terms of work engagement and academic preparedness was very high. It was found out that there is no significant difference in the level of preparedness among student interns when analyzed by age, however, showed significant difference in terms of gender. It recommended that the school should strengthen its linkages to partner agencies ensuring that quality internship programs are being implemented. The school may have possible trainings and seminar to be conducted for proper orientation of On-the-Job in view of the avenue of productive internship performance of criminology students.

Keywords: level of preparedness, student interns, internship program, criminology program

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DEDICATION

This piece of work is wholeheartedly
dedicated to the wonderful persons
who gave us the strength and the inspiration.

To our parents and family;

To the faculty and staff of UM Bansalan College,

and to our Almighty Father.

Hammet

Alven

Kervin

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

The emergence of the internship program provided by the universities in view of the preparation of the students in the real setting on the job they will be handling in the future has been viewed as the primary tool in the assessment of certain individual on their preparedness towards works. The internship program is a formative activity, which may represent some unique challenges for the professionals. These challenges may include the adaption of the busy working environment in a relatively short period of time, working as part of the working team in the organization, often under pressure and dealing in a professional way towards costumers.

Regardless of the sophistication of and predictive validity of selection program, it is necessary to require exposure of the students into some kind of training before they can be maximally effective on their future career. This is to provide an avenue for the students' productive efficiency and to enhance their skills needed in their job. Training requirements are made to harness the knowledge of certain individuals so that they will be more competent in their career. Regardless of how effective the trainings and internship provided by the organization, it is always been necessary to assess whether these interns are readily prepared in the trainings to ensure that the students will have sufficient intelligence, aptitude, and attitude to learn a job (Phoebe, 2010).

In India, internship trainings were undertaken by graduate students, wherein they are supervised to conduct an actual practice of their courses related job in acquiring skills enabling them to have a capability of functioning independency. The

case on the newly graduate students, after completion of the academic years, the candidate has to complete one year compulsory training rotating internship so as to earning the eligibility on their degree. They are entrusted with on-the-job responsibility under the supervision of the organization (Kelly, 2011).

In Philippines, 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 BS Criminology 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 (Commission on Higher Education, 2014).

In the local setting, UM Bansalan College requires the BS Criminology as well as other courses to adopt and comply the On-the-Job-Training (OJT) requirements in view to the memorandum facilitated by the CHED. The said activity is made to harness the skills and to make the undergraduate students enrolling in their respective courses to view the real world as they are trained in their assigned areas. Whereas, the on-the-job training activities provide better envision of the real world of their field and which required full grasp of students' interest of the work assigned to them. In fact, a pre-deployment evaluation is obtained first.

In conjunction, this study has emerged to assess and evaluate the level of preparedness of the criminology student interns in the on-the-job training. The

emergence of this study was to give assurance to the partner agency that interns are really ready for their job. Moreover, the stronghold of this study was to enlighten the student interns about how an intern act in their assigned areas and would let them be oriented about the responsibilities they should perform. In addition, this study would be beneficial to the school administrators and to the partner agencies since it gives them an assurance that interns are being assessed first and obtained the required level of preparedness before they are being deployed. This will also enable the school administrators to create an intervention program based on the findings of the study.

Statement of the Problem

This study aimed to assess and measure the level of preparedness among student interns in Criminology Program of UM Bansalan College in the school year 2018-2019 in relation to their future career. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Gender;
 - 1.2 Age?
2. What is the level of preparedness of the student interns in Criminology Program in terms of:
 - 2.1 Work engagement, and
 - 2.2 Academic preparedness?
3. Is there a significant difference in the level of preparedness of student interns in criminology program when analyzed by profile?

Hypothesis

The null hypothesis was tested at 0.05 level of significance.

H₀₁. There is no significant difference in the level of preparedness of student interns in criminology program when analyzed by profile.

Review of Related Literature

This part of the research output presents various reviews of the related literature that can assist the readers to fully understand diverse histories and other literary articles that have relevance to the study. Sources of these are books, journals, previous research works and the internet. The brief reviews of the related literature are presented below.

Internship

Internships are defined as a form of trainings where students gain supervised experience and practical knowledge that is relevant to a specific field. According to American Institute of Certified Public Accountants internship refers to the work experience in industrial, business, or government work situations that leverages the class guidelines experience through practical work experience. Being a valuable component of higher education academic program, internship is believed to create win-win situation for the students, organization as well as the university (Coco, 2000; Patton & Dial, 2008).

Through internships, undergraduate students take their first steps into a profession and begin to apply the theoretical knowledge acquired during their education to real life situations. The skills taught at school do not go beyond theories unless they are practiced. However, students may not know how to use the knowledge gained from a specific subject, and knowledge that is not used is forgotten. Internships provide students with opportunities to practice what they have learned in the classroom, gain a greater understanding of the industries' requirements, test career choices, and develop important hands-on workplace skills.

Through internships, undergraduates can gain perspective on their future career. Additionally, the internship can be regarded as a complement to their education. Hence, it is essential that the internship process be elucidated as part of students' education and experiences. If the students gain experience through the two parts of their education, then educational goals will be easier to achieve and students will be better prepared to enter their field (Walo, 2001).

Further, identifying the problems that undergraduate students experienced during their internships is a necessary first step to solving such problems and will help to maximize the contribution an internship can have to a university education. Further, the competency and motivation of all parties involved are indispensable for a successful internship programs (Coco, 2000).

Work Engagement. The first indicator of work preparedness is the work engagement. The engagement of student interns towards work evaluates how effective and prepared they are. Work engagement includes the intern's psychological well-being, in which attitudes and self-initiative have given consideration. Interns with a positive attitude towards the internships are more likely to achieve internship effectiveness and are considered as well-prepared student interns. Upon deployment, students are expected to demonstrate the attitudes similar to new, full-time staff. In addition, the internship will be more beneficial if they regard it as a potential learning opportunity and occupational experience. Evidence also shows that interns whose expectations towards internship are positive and realistic tend to find the internship experience as satisfactory, thus leading to a positive internship experience. One literature also explored the relationship between interns' interview experience during the selection process and the perception of the overall internship experience. To some extent, positive

impression of internship from the interview is related to positive perceptions of the related vocational field (Beard, 2010; Feldman & Watts, 2012).

Whereas, self-initiative plays an important part in internship success. Interns are responsible to themselves to take full advantage of the internship by asking questions, making suggestions, enhancing interpersonal relationships with other employees, accepting and learning from constructive feedback, and demonstrating interests in the organization they are serving. Further, students should also be encouraged to volunteer for assignments and to make their wants and needs known. It was also found out that both supervisors and the interns share the assumption that interns should show initiative by aggressively finding things to do. Meanwhile, supervisors generally respond positively to students' demonstrated needs (Basow, 2012; Beard, 2010; Patton, Kurn & Hoyle, 2013).

Academic Preparedness. The second and last indicator is the academic preparedness. Previous researches showed that academic preparedness is one of the determinants on the level of preparedness among student interns. Students are warned that they should not attempt internships prematurely and interns should possess a general understanding of the professional field and key concept. In addition, the academic preparation also provides the interns with more opportunities during the internship. Many internship programs require students to be well-prepared in terms of completion of a certain level of course work and attainment of a minimum Grade Point Average (GPA), and research results have also shown that students with higher GPAs were more likely to do an internship than were those with lower GPAs (Basow, 2011; Beard, 2010; Clark, 2012).

Moreover, academic preparedness was given consideration in view of the rationale of the preparedness of the student's interns in the internship trainings. The

more the institution supports its students in the attainment of the required knowledge relevant to their career, the more likely these students would be prepared in the internship training. Academic institution is responsible for the knowledge required in their courses whereas the establishments where the interns are designated is responsible for the required skills needed in their future job (Watmough, 2012).

Theoretical and Conceptual Framework

This study is anchored on the theory of David Kolb's (1984) "*Experiential Learning Theory*" which manifests the introduction of the psychological attributions such as the cognitive and behavioral aspects that may be a factor in considering the preparedness of student interns in the internship program. Theoretically, experiential learning involves learning from experiences. It flows through a process whereby knowledge is created through the transformation of experience and where knowledge is credited by the combinations of grasping and transforming the experience. Technically, this theory adopts the objective of internship program since it involves the acquisition of free-defined concept or concept that are basically acquired in school that can be applied flexibly in a range of situation.

In addition, the learning concept that the internship program holds is being introduced in this theory. As stated, effective learning cohabitates based on the learning preferences of certain individual that are influenced by some dominant factors such as personality type, educational specialization, career choice, current job role and adaptive competencies which were evaluated in view of their preparedness in internship program. This is the reason why this theory is widely used in the field of education especially in assessing the learning effectiveness of the student interns in the internship period since it evaluates the students' learning

preferences relative to their chosen career. Theoretically, people who choose career aligned to their learning preferences tend to be more committed to their field. This theory also deals in helping individual in exploring themselves when learning new things and addresses how learners play in their own strengths as well as developing areas in which they are weakest. This theory also adopts the vital role of the educators in view of the preparedness of the individuals to the working environment. As stated, educators should ensure that the activities that are given in schools are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best (McLeod, 2017).

While Kolb's Theory introduced the psychological attributions of individual relative to their learning preferences, Charles Sides and Ann Mrvica's "*Internship: Theory and Practice*" introduces the in-depth interpretation of the internship as a mode of learning strategy provided to the students in view of harnessing their skills required in their future career. Technically, it focuses on the history, theory, value, design, administration, and evaluation of professional internships as an educational experience for college students. Internships are guided, pre-professional experiences that combine academic and professional components as a managed transition to professional careers. Touted by many as an educational innovation for the 21st century, internships (or experiential learning, or apprenticeships, as they once were called) have been a staple of professional preparation for centuries (Sides & Mrvica, 2004).

Further, as shown in Figure 1, the single variable of the study is the level of preparedness among student interns in Criminology program with its indicators namely; work engagement and academic preparedness. Also, the moderating variable of the study is the profile of the respondents in terms of gender and age.

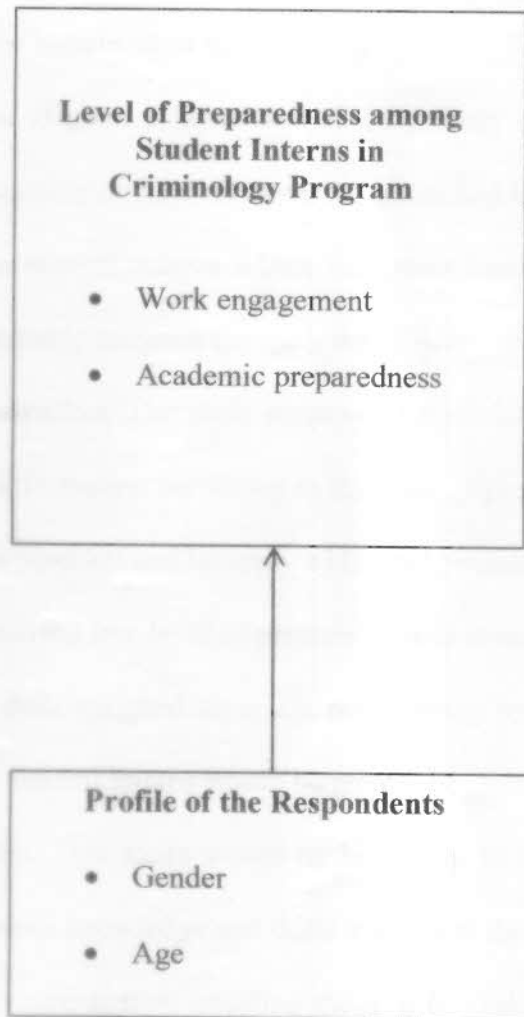


Figure 1. The Conceptual Framework of the Study

Significance of the Study

This study will be beneficial to the following:

Commission on Higher Education (CHED). This would provide them enough information regarding on how effective the internship is in view of the level of preparedness of the student interns which will their basis to imply requisite requirements of the internship program ensuring the effectiveness thereof.

School Administration. The main purpose of this study is provide school administrators enough information pertaining to the level of preparedness of student interns in the internship program and to imply additional requisite for those students who were found to be having low level of preparedness to ensure that these student interns employed into their assigned areas are really ready for that job, which in return evaluation of the student interns would be greatly be in positive form.

Partner Agencies. This study would be beneficial to the partner agencies since they provide adequate knowledge and skills training to the student interns who are assigned under their jurisdiction, enabling them to be really ready for the job. Thus, appropriate and effective training programs may be formulated by these concerned agencies so as to meet training standards and course outcomes.

Student Interns. This would provide awareness to the student interns pertaining to the internship program and how should they act and perform in their assigned areas since they were evaluated through their preparedness on the internship program. Student interns can assess themselves in terms of work engagement and academic preparedness.

Future Researchers. This study can be a useful guide for the next researchers who will explore and investigate on the same issues and will also make the presented study broader and more meaningful.

Definition of Terms

It is the researchers' interest to give simplified definition of terms to present a clear understanding on the different words used in the study.

Student Interns. This refers to the students who undergone internship program and who are the primary respondents of this study.

Internship Program. This refers to the program provided by the institution, wherein students are deployed into different agencies in view of their career assessment.

Criminology Program. This refers to a 4-year college degree program intended for individuals who wish to have a career in the fields of law enforcement, security administration, crime detection and prevention or correctional administration.

Chapter 2

METHOD

The methodology selected for the proposed study would be detailed here. This chapter described and discussed the procedure done by the proponents in gathering necessary data and information that would be seen in the entire study. The planned research design, research locale, research subject, research instrument, data collection and statistical tools were presented here.

Research Design

This study utilized a descriptive survey method of research. Descriptive survey is suitable whenever subjects vary among themselves and is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding the present conditions. Further, descriptive research is valuable in providing essential knowledge about the nature of a certain subject and for closer understanding into the methods and procedures, and consequently formulates policies in the local, national or international level (Calmorin, 2016).

This method is appropriate in the study since it aimed to determine the level of preparedness of student interns of Criminology program in the school year 2018-2019. Further, it attempted to determine the significant difference in the level of preparedness of student interns when analyzed by profile particularly in terms of gender and age.

Research Locale

This study was conducted in UM Bansalan College in the school year 2018-2019. UM Bansalan College is located at R. Delos Cientos St., Poblacion Dos, Bansalan, Davao del Sur, Region XI. The institution offers college courses like BS Criminology and BS in Business Administration. It also implements K-12 Basic Education Curriculum offering Senior High School with HUMMS, GAS and ABM tracks.

Research Subject

The respondents of the study were the 56 criminology interns of UM Bansalan College in the school year 2018-2019. Complete enumeration technique was used to determine the number of respondents.

Research Instrument

The study made used of a self-administered questionnaire adapted from Milligan (2016) which was directly distributed to the respondents to gather the necessary data. The questionnaire was composed of two (2) parts. Part I was used to get the profile of the respondents in terms of their respective age and gender and Part II is the survey questionnaire attributed in the assessment and measurement of the level of preparedness among student interns in criminology program with the following indicators, namely; work engagement and academic preparedness.

The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation with the corrections to be included and integrated. The final copies were submitted to panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the

gathering of data. The consolidated results from the experts obtained an average weighted mean of 3.72 which has a verbal description of *very high*.

The questionnaire is in 5 likert-scale form wherein the respondents had checked the box which correspond their answer.

The following parameters were used to measure the level of preparedness:

Range of Means	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that the student interns are definitely ready for internship.
3.40-4.19	High	This means the student interns are ready for internship.
2.60-3.39	Moderate	This means that the student interns need to consider potential obstacles before starting an internship.
1.80-2.59	Low	This means that the student interns will take careful planning and rethinking of priorities in order to begin an internship.
1.00-1.79	Very Low	This means that the student interns need to consider other options for his best interest.

Data Collection

The researchers strictly followed the orderly process or procedures in conducting the study as follows:

1. **Seeking Permission to Conduct Study.** The researchers sent a letter of permission to the School Director's office then to the Program Head of the College of Criminal Justice Education to allow them to conduct a survey to student interns.

2. **Administration and Retrieval of the Research Instrument.** Upon the approval, the researchers personally distributed and administered the research instrument to ensure 100 percent retrieval of the questionnaires. Furthermore, during

the administration of questionnaire, the possible questions and clarifications of the respondents were personally addressed to the researchers. After the respondents have completely answered the necessary data needed in the questionnaire, the researchers retrieved all the questionnaires administered to the respondents.

3. **Analysis of Data.** After the successful retrieval of the questionnaires, the data were collated and tabulated. Then, appropriate statistical tools were employed to derive the necessary data for interpretation and further analysis.

Statistical Tools

The following statistical tools will be used in interpreting the data collated.

Relative Frequency. This was used to determine the profile of respondents in terms of gender and age in answer to sub-problem 1.

Mean. This was used to determine the level of preparedness of student interns in Criminology Program in answer to sub-problem 2.

ANOVA. This was used to determine the significant difference in the level of preparedness among student interns in Criminology Program when analyzed by profile (gender and age) in answer to sub-problem 3.

Chapter 3

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents the data gathered, the result of the analysis and statistical interpretation of the data.

Characteristics of the Respondents

Table 1 presents the distribution of respondents as to their respective gender and age range. As presented, 42 or 75% of the total respondents were male students. Looking back on the table, female student interns represent 11 or 19.60% of the total number of respondents while the remaining three or 5.40% represents the LGBT group. Technically, the inclusion of the LGBT respondents of this study was not only to implicate that UM Bansalan College discourage the discrimination of students as to their gender especially in the field of Criminology but to give clearer view on the escalating significance of the level of preparedness towards internship program relative to their gender.

Moreover, age range were also put into consideration in the evaluation of the level of preparedness in order to investigate the relationship between the level of preparedness of certain individual towards internship program in the given age range. As presented on the table, 34 or 60.70% of the total respondents were found to have age ranging from 19 to 21 years old. This construed the statistical data obtained from the registrar's office that age range for most regular fourth year students plays on 19 to 21 years old. In addition, 20 or 35.70 % and two or 3.60% of the total respondents' age range plays between 22 to 24 years old and 25 to 27 years old, respectively.

Table 1
Characteristics of the Respondents

Respondents	%	F
Gender		
Male	75.0	42
Female	19.6	11
LGBT	5.4	3
Age		
19 – 21	60.7	34
22 – 24	35.7	20
25 – 27	3.6	2
TOTAL	100.0	56

Further, the data implies that students as to age-factor relative to the level of preparedness on the internship program provides a dynamic characteristics that these students whom were evaluated of such dimension bears with the capacity to fully understand the major benefits of being aware that one should be ready enough towards internship. This further explained by the study of Kasurkar, Kruitwagen & Cate (2010) which presented that not just gender should be taken into account when analysing the level of preparedness or any other related studies but also with the age or the maturity of a person taking developmental differences.

Level of Preparedness among Student Interns in Criminology Program

Table 2 presents the evaluation on the level of preparedness of student interns on the given indicators. Significantly, academic preparedness' mean tends to have a little bit higher value when compared to work engagement's mean value, 4.47 and 4.46 respectively. Moreover, the implication of the results as presented on this table shows a clear denotations that student interns in criminology program in UM Bansalan College were found to be with a very high level of preparedness and that they are definitely ready for internship program.

Table 2
*Level of Preparedness among Students Interns in Criminology Program
 in UM Bansalan College*

Indicators	SD	Mean	Descriptive Equivalent
Academic Preparedness	0.346	4.47	Very High
Work Engagement	0.357	4.46	Very High
TOTAL	0.318	4.46	Very High

As reported, academic preparedness gained 4.47 mean value which is 0.01 higher than work engagement mean value of 4.46. Significantly, students who have been evaluated in this study are sufficiently catered with the institution as they are being capacitated with enough knowledge regarding on the basic foundations of their chosen career, in as much they have are very highly prepared on the internship program since they have been viewed the overall segment of their fields.

Moreover, the data further implies that the fourth year criminology students in particular, presents a high level of preparedness into the internship program and as such we can ensure that they are qualified enough to be called dignified interns that present well-organized manner in the working areas assuring the partner agency that these interns are highly prepared for the job. This result is in parallel to the study of Misiran (2013) that highlighted the importance of readiness of students in the internship program. Significantly, he stressed out some key points in the evaluation on the level of preparedness among interns towards internship program, on which he clarified that one should present dynamically the two guiding dimension of this study. Precisely, one must not only equip academically but also with the capacity to engage work in an organized manner or in the manner they have been expected to do so.

Further, present in the same table, the result on the evaluation on the level of preparedness among student interns as regard to academic dimension showed a mean result of 4.47 with a very high descriptive equivalent. This implies that the institution as subjected to the area of the study has efficiently delivered its services to its prime costumers, the students. As such they have equipped the students with the primary tools that may be a great help in the future career through quality education. Significantly, the provision of quality education to the student interns in UM Bansalan College as shown in this study has play a vital role in the internship program or in their future career as a whole since they have been viewed with all angles in the nature of their work. As such they can relate the theories they have gained in school into the working areas or they could blend immediately to the people working in their assigned areas because they have been equipped with the foundations of their work.

This findings of the study substantiates the idea of Wu (2006) which stated the importance of the provision quality learning by the universities, as such it was stressed out that since students are the product of the university, it must be comprehended that universities should provide enough tools to the students ensuring the full understanding of the students on the nature of their field. With regards to the preparation of the students to the internship program, academic preparedness serves as a connecting line between the theory-based knowledge gained in school into its application in the working areas. It holds the ties between the two and defines how prepared these students in their job as it evaluates their academic performance relative to their work engagement through the establishment of a strong foundation on their job.

Moreover, as shown on the same table, work engagement as a dimension of the level of preparedness among student interns in the internship program gained a 4.46 mean result with a corresponding very high descriptive equivalent. This implies that the student interns whom were evaluated in this study are actively engaged in work relative to their job, in which case regarded that these students are reliably ready for the job.

In support, as provided in the study of Wye, Lim and Lee (2012), it was highlighted that to ensure the sustainability and competency of the skilled talents in the job markets, the readiness among students to embark in the labour force is a must. Systematically, the ability of the students to engage in the work relative to their job adheres the common attributes deemed essential in the workplace which would include responsibility, self-confidence, self-control, social attitude, well-groomed, cooperative, self-motivated and self-management, as well as good transferrable skills which then provides definite clarifications that they are ready for the internship program. Thus, to investigate how well they function in the working area will significantly ensure the evaluation of these given attributes.

Significant Difference in the Level of Preparedness among Student Interns in Criminology Program as analyzed by Gender

Table 4 summarizes the level of preparedness relative to the given gender, in which shows the significant difference when analyzed by gender. Data revealed that the p-value is 0.005 which is less than 0.05, thus, rejecting the null hypothesis of the study. The result therefore clarifies that the level of preparedness of student interns depends on the gender. Thus, gender has bearing or is a factor of the preparedness level of student interns in the Criminology program.

Table 3

Significant Difference in the Level of Preparedness among Student Interns in Criminology Program in UM Bansalan College as analyzed by Gender

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.002	2	.501	5.828	.005*
Within Groups	4.558	53	.086		
Total	5.561	55			

* $p < 0.05$

In conjunction, the findings of the study is in consonance with the previous research study conducted by Daniel (2011) which emphasized that gender is an important factor in determining the level of preparedness among interns. Further, it exemplified the use of gender differences among student interns in the assessment of their preparedness towards experiential learning.

Significant Difference in the Level of Preparedness among Student Interns in Criminology Program as analysed by Age

Table 3 presents the ANOVA result on the level of preparedness of student interns relative to their respective age. It sought to find the significant difference in the level of preparedness of student interns as analyzed by their age range. Based on the results, it was found out that the p-value is equivalent to 0.217 which is greater than 0.05, thus the null hypothesis is accepted which means that the student interns from the age groups of 19-21, 22-24, and 25-27 have the same level of preparedness in terms of academic preparedness and work engagement.

Further, the result of this study as presented in the table, however, may negate or may not support the result of the study of Walker (2011) stating that there is a significant difference in the level of preparedness of student interns when analyzed according to age. However, it is also taken into consideration that the data presented on this study may not be concluded to have been negate the previous study

since these two studies varies from different criteria on the sampling methods. In the previous study, selection of participants as to age and gender must be proportionate with one another. On the other hand, this study disregards proportion between age ranges.

Table 4
*Significant Difference in the Level of Preparedness among Student Interns
 in Criminology Program in UM Bansalan College as analyzed by Age*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.311	2	.156	1.571	.217
Within Groups	5.250	53	.099		
Total	5.561	55			

* $p < 0.05$

Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary, conclusion and recommendations derived from the result of the study are presented in this section.

Summary

This study aimed to assess and measure the level of preparedness among student interns in criminology program in UM Bansalan College in relation to their future career. Specifically, it sought to determine the profile of the respondents in terms of gender and age. Its main objective was to ascertain the level of preparedness of the student interns in criminology program in terms of work engagement and academic preparedness. It also aimed to determine the significant difference in the level of preparedness of student interns in criminology program when analyzed by profile. This study utilized a descriptive survey method of research involving 56 criminology interns in the school year 2018-2019 who were identified using complete enumeration technique. Also, the study made use of a self-administered questionnaire adapted from Milligan (2016).

Based on the data, the profile of respondents in terms of age, ages ranging from 19 to 21 years old obtained the highest frequency which cumulates the 60.70% of the total respondents. While, male respondent makes up the highest frequency of the total respondents in terms of gender which represents 75% of the total sample.

In particular, the level of preparedness among student interns in criminology program construing the consideration of the given dimensions of the study was found to be very high level which technically means that student interns in UM

Bansalan College were definitely ready for internship programs. Moreover, as presented in the previous chapter, it was found out that there is no significant difference in the level of preparedness among student interns in terms of their age range, however, when analyzed according to its gender it was found out that there is a significant difference relative to its level of preparedness.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The age profile of student interns in criminology program in the school year 2018-2019 ranges from 19 to 21 years old. While, male respondents make up the highest frequency in terms of gender.
2. The level of preparedness among student interns in criminology program is very high level. Its indicators reveal the following results: very high for work engagement and very high for academic preparedness.
3. There is no significant difference in the level of preparedness among student interns when analyzed by age, however, when analyzed according to its gender it was found out that there is a significant difference relative to its level of preparedness.

Recommendations

Based on its findings and conclusion, the researchers recommend the following:

1. The Criminology department should conduct possible screening of students ensuring that they are actually ready for internship. Further, the school should also strengthen its linkages to partner agencies ensuring that quality internship programs are being implemented.

2. The school may have possible trainings and seminar to be conducted for proper orientation of OJT in view of the avenue of productive internship performance of criminology students. In addition, the school should administer pre-OJT activities or any related activities ensuring the capacity of the student interns towards their working areas.

3. Adoption of modern strategy among criminology instructors should be encouraged that may help students in harnessing their skills appurtenance to the internship program.

4. Further recommendation of future research securing the equal proportion of respondents relative to their gender differences. Also, qualitative aside from quantitative research should be conducted in order to explore more in-depth information or data on the preparedness and experiences of student interns in the various actual field of work.

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SURVEY QUESTIONNAIRE

Dear Respondents:

Good day! We are fourth year criminology students in this university. As a requirement of our course, we are currently conducting a study entitled "**LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE**". The main respondents of this study are the fourth year criminology students who will undergo internship for the next semester in this curriculum year 2018-2019.

In line with this, we have chosen you to be one of our respondents of this study and we hope you will take time answering this question honestly. Rest assured that all data gathered will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you!

The Researchers

PART 1: PROFILE OF THE RESPONDENTS

Gender:

- Male
- Female
- LGBTQIP2SAA

Age:

- 19-21
- 22-24
- 25-27
- 28- above

PART II: MEASUREMENT ON THE LEVEL OF PREPAREDNESS OF STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE

Direction: Rate your own level of preparedness as student intern in criminology program in UM Bansalan College according to the following scale by checking the appropriate number of your answer. Please answer truthfully.

Rating	Descriptive Level	Interpretation
5	Always	This means that the items are true to me all the time.
4	Often	This means that the items are true to me most of the time.
3	Sometimes	This means that the items are true to me oftentimes.
2	Seldom	This means that the items are not true to me occasionally.
1	Never	This means that the items are not true to me all the time.

A. WORK ENGAGEMENT As a student intern.....	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. At work, I feel bursting with energy.					
2. I find work as meaningful and with purpose.					
3. Time flies when I am working.					
4. I am enthusiastic with my job.					
5. When I am working; I forgot everything else around me.					
6. Career related jobs inspire me.					
7. I am happy when I am working intensely.					
8. I am proud of the work that I do especially when it is related to my career.					
9. I can continue working for a very long period of time.					
10. To me career related jobs challenge me.					
11. In working, I am very mentally resilient.					
12. In doing career related jobs, I am always persevered, even when things do not go well.					
B. ACADEMIC PREPAREDNESS As a student intern.....	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. I have taken courses relevant to my career interest.					
2. My academic performance has prepared me for my career.					
3. The learning that I learned in school has molded my intellectual skills in order to be successful in my career.					

4. When confronted with problems, I try to be flexible in my decision making academically.					
5. I have the sense of belongingness in my learning environment.					
6. Academically, I am a fast learner.					
7. In school, I am taught to submit the required task on time.					
8. My academic abilities have provided me to be capable in the fulfillment of my commitments.					
9. The learning that I obtained in school made me confident that I will be a successful careered person in the future.					
10. I am committed to finish whatever task given to me regardless of the obstacles.					
11. I intend to participate in campus social events.					
12. I can follow discussion about abstract academic topics.					

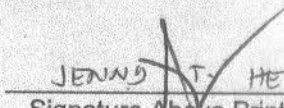
Title of Research: LEVEL OF PREPAREDNESS AMONG STUDENTS INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE

Proponents : HAMMETT ABAD, ALVEN RUDEL, KERWIN VERGARA

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.			/		
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.			/		
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		/			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.			/		
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
7. SCALE AND EVALUATION RATINGS SYSTEM. The scale adapted is appropriate for the items.			/		


JENNO T. HERNAN
 Signature Above Printed Name

Title of Research: LEVEL OF PREPAREDNESS AMONGS STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BAUSALAN COLLEGE

Proponents : HANNETT AGAD, ALVEN RUELO, AND KERVIN VERGARA

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/			
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5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		/			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		/			


ERICK T. BALORAN
Signature Above Printed Name

July 12, 2018

JENNY T. HERNAN, MAEd
School Director
UM Bansalan College

Madam:

Greetings!

The undersigned are presently undertaking a study entitled "**LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE**" in partial fulfilment of the requirements for the degree Bachelor of Science in Criminology.

In connection with this, we would like to inform you that you are one of the chosen expert validators of our study. It would be appreciated very much if you can share your expertise by giving comments, suggestions and recommendations that will help improve our research instrument/s.

Than you very much for your kindness, cooperation and valuable contribution in this request.


Respectfully yours,


HAMMETT ABAD

ALVEN D. RUELO

KERVIN L. VERGARA

Noted by:


ERICK T. BALORAN, MAEdLT
Adviser

Approved: 

JENNY T. HERNAN, MAEd
Expert Validator

July 12, 2018

ERICK T. BALORAN, MAEdLT
Research Coordinator
UM Bansalan College

Sir:

Greetings!

The undersigned are presently undertaking a study entitled "**LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE**" in partial fulfilment of the requirements for the degree Bachelor of Science in Criminology.

In connection with this, we would like to inform you that you are one of the chosen expert validators of our study. It would be appreciated very much if you can share your expertise by giving comments, suggestions and recommendations that will help improve our research instrument/s.

Thank you very much for your kindness, cooperation and valuable contribution in this request.

Respectfully yours,

HAMMETT ABAD

ALVEN D. RUELO

KERVIN L. VERGARA

Noted by:


ERICK T. BALORAN, MAEdLT
Adviser

Approved:


ERICK T. BALORAN, MAEdLT
Expert Validator



UM Bansalan College
R. Delos Cientos St., Poblacion Dos,
Bansalan, Davao del Sur 8005

CERTIFICATE OF APPEARANCE

This is to certify that the student researchers of UM Bansalan College
appeared at _____ on the date and purpose stated below.

Name of Researchers: _____

Purpose : _____

Date : _____

JENNY T. HERNAN, MAEd
School Director

July 12, 2018

JENNY T. HERNAN, MAEd
School Director
UM Bansalan College

Madam:

Greetings!

The undersigned are presently undertaking a study entitled "**LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE**" in partial fulfilment of the requirements for the degree Bachelor of Science in Criminology.

Appertaining to this, may we respectfully request permission to personally conduct this study whose respondents are the fourth year criminology students in UM Bansalan College. The data gathered shall be kept strictly confidential in accordance with the "Ethics of Research."

May we extend our sincerest appreciation for the favorable support afforded to the researchers. We deemed that your approval on this request would help us to attain the objectives of the study.

Thank you very much and God Bless.

Respectfully yours,

HAMMETT ABAD

ALVEN D. RUELO

KERVIN L. VERGARA

Noted by:


ERICK T. BALORAN, MAEdLT
Research Coordinator/Adviser

Approved:


JENNY T. HERNAN, MAEd
School Director

**RATINGS OF EXPERTS AS TO THE VALIDITY
OF THE RESEARCH INSTRUMENT**

EXPERTS	RATING	DESCRIPTION
1. Jenny T. Hernan, MAEd	3.43	Very Good
2. Erick T. Baloran, MAEdLT	4.00	Very Good
Average Weighted Mean	3.72	Very Good

Point Equivalent

0	-	1.00	=	Low
1.1	-	2.00	=	Fair
2.1	-	3.00	=	Good
3.1	-	4.00	=	Very Good
4.1	-	5.00	=	Excellent

Level of Preparedness among student interns

ORIGINALITY REPORT

25%

SIMILARITY INDEX

20%

INTERNET SOURCES

5%

PUBLICATIONS

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PRIMARY SOURCES

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CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **Hammet Abad, Alven D. Ruelo, and Kervin L. Vergara** entitled "**LEVEL OF PREPAREDNESS AMONG STUDENT INTERNS IN CRIMINOLOGY PROGRAM IN UM BANSALAN COLLEGE**" has been checked and edited by the undersigned.

This certification is issued on October 19, 2018.


ERICK T. BALORAN, MAEdLT
Editor

HAMMETT ABAD
Monte de Oro, Tubod, Bansalan
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Birth Date : August 7, 1998
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Mother's Name : Marites A. Canque

EDUCATIONAL BACKGROUND

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April 2019
Bachelor of Science in Criminology

ALVEN D. RUELO
Km. 78, Dolo, Bansalan Davao del Sur
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PERSONAL DATA

Birth Date : April 18, 1996
Sex : Male
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Religion : Christian
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KERVIN L. VERGARA
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PERSONAL DATA

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Sex : Male
Age : 24
Height : 5'9"
Weight : 65 kg
Place of Birth : General Santos City
Marital Status : Single
Religion : Roman Catholic
Citizenship : Filipino
Father's Name : Danilo P. Vergara
Mother's Name : Lucila L. Vergara

EDUCATIONAL BACKGROUND

Elementary: **Bansalan Central Elementary School**
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Secondary: **Nazareth High School of Inc.**
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S.Y. 2011 - 2012

Tertiary: **University of Mindanao Bansalan College**
April 2019
Bachelor of Science in Criminology

