



AN ASSESSMENT OF THE FACTORS AFFECTING THE WORK PERFORMANCE OF CRIMINOLOGY INTERNS AS A BASIS FOR AN ENHANCED OJT PROGRAM

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ABSTRACT

This study assessed the factors affecting the work performance of criminology interns as basis for an enhanced On-the-Job Training (OJT) program. Using a descriptive-correlational research design, the study involved fourth-year criminology students, OJT instructors, and site supervisors from three private higher education institutions in Tuguegarao City, Cagayan: F.L. Vargas College, Maila Rosario College, and Philippine Law Enforcement College. Data were gathered through questionnaires and analyzed using frequency counts, percentages, weighted mean, analysis of variance, and chi-square test. The study examined respondents' profiles in terms of age, gender, and civil status, and evaluated intern performance across seven dimensions: punctuality and attendance, knowledge of work, quality of work, acceptance and responsibility, acceptance of direction, personal appearance and bearing, and moral values and ethical standards. Findings revealed that criminology interns generally performed at a very satisfactory level, with strongest ratings in personal appearance and bearing, acceptance of direction, and knowledge of work. However, quality of work and ethical consistency showed areas needing further improvement. Results also indicated no significant difference among the assessments of students, OJT instructors, and site supervisors across the seven performance dimensions. Moreover, most profile variables were not significantly related to work performance, except gender, which showed a significant relationship with acceptance and responsibility. The study concludes that the existing OJT program is generally effective but may be enhanced through stronger coordination with partner agencies, designation of focal persons, review of the proposed action plan, and

conduct of relevant seminars and workshops for improved field-based professional preparation among interns.

Keywords: *Criminology interns, On-the-Job Training, work performance, enhanced OJT program, internship assessment*

INTRODUCTION

The field of criminology holds a vital role in addressing societal challenges globally, such as combating crime, ensuring justice, and promoting public safety. Across nations, educational institutions have recognized the need to prepare future criminologists not only through rigorous academic instruction but also through exposure to practical environments where theoretical knowledge can be applied effectively. Internship programs, often referred to as On-the-Job Training (OJT), have emerged as indispensable components of criminology education, serving as a bridge between the world of academia and the realities of professional practice.

Globally, internships in criminology provide valuable opportunities for students to engage with diverse aspects of the criminal justice system. Interns participate in forensic analysis, community policing initiatives, or correctional rehabilitation programs. These experiences allow students to gain firsthand insights into the challenges and complexities of crime prevention and justice administration, equipping them with skills that cannot be learned solely through classroom instruction. This means that as the demand for skilled criminology professionals continues to rise worldwide, the quality of internship programs becomes increasingly significant (Ross & Elechi, 2002; Libradilla et al., 2023).

In the Philippines, criminology education emphasizes the importance of experiential learning through mandated OJT programs as part of the curriculum. These internships are designed to expose students to various criminal justice settings, including police departments, correctional facilities, and judicial institutions, where they can apply their theoretical knowledge in real-world scenarios. However, the effectiveness of these programs depends heavily on the performance of interns and the alignment of the training with the practical needs of partner agencies. Assessing intern performance is crucial for identifying gaps in skills and competencies that may hinder their preparedness for professional practice (Cagayan Valley Educators Association for Criminology Education & Commission on Higher Education, 2010; Anoyo et al., 2015).

On a local level, within the province of Cagayan Valley, criminology internships play a pivotal role in preparing students to contribute to the region's criminal justice system. Partner agencies, such as local police departments, correctional facilities, and courts, rely on interns to support their operational goals while providing them with learning opportunities. Yet, challenges persist, as interns may face difficulties in areas such as report writing, evidence handling, communication skills, and adherence to specific legal protocols. Addressing these skill gaps is essential for ensuring that graduates are well-

equipped to meet the demands of their chosen careers (Anoyo et al., 2015; Genova et al., 2019).

As an OJT instructor for 10 years, the researcher aimed to provide a comprehensive assessment of the work performance of criminology interns, identifying areas where they excel and areas that require enhancement. Such an assessment is expected to yield valuable insights that can inform improvements to the OJT program, ensuring its alignment with both academic objectives and the operational needs of partner agencies (Rothwell & Kazanas, 2004; Shoenfelt et al., 2012).

Furthermore, the findings of this study are anticipated to contribute to curricular revisions within criminology programs. By pinpointing the skills and knowledge most critical for success in the field, universities can refine their coursework and teaching methodologies. This may involve integrating more practical exercises, simulations, or field trips that complement classroom learning and better prepare students for their internships. The goal is to equip criminology graduates with the competencies necessary to uphold the integrity and effectiveness of the criminal justice system (Ylagan, 2013; Libradilla et al., 2023).

This research thus served as a vital step toward enhancing the quality of criminology internships, ensuring that graduates were adequately prepared to face the challenges of the criminal justice system. By addressing the shortcomings of the current OJT program and proposing improvements based on evidence, this study aimed to pave the way for producing future criminologists who could make meaningful contributions to their field and society at large.

Research Questions

This study aimed to assess the work performance of Criminology Interns as a basis for Enhanced OJT Program Academic Year 22-23.

Specifically, it sought to answer the following questions:

1. What is the personal profile of the respondents (on On-the-Job Training program) in terms of:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Civil Status
2. How do the interns perform in their OJT as perceived by their site supervisor and OJT Professors in terms of:
 - 2.1. punctuality & attendance
 - 2.2. knowledge of work
 - 2.3. quality of work
 - 2.4. acceptance & responsibility
 - 2.5. acceptance of direction
 - 2.6. personal appearance & bearing
 - 2.7. work values & ethical standards

3. Is there a significant difference on the perception of respondents on the OJT performance of students?
4. Is there a significant relationship in the work performance of OJT students when grouped according to their profile?

METHODOLOGY

Research Design

The descriptive-correlational design was utilized in this study. Descriptive is appropriate since the study attempted to assess the work performance of criminology interns as a basis for enhanced OJT program among selected private institutions in Tuguegarao City. Comparison was done on the assessment of the student trainees and heads of cooperating agencies on On-the-Job Training program relative to the following dimensions along, punctuality and attendance, knowledge of work, quality of work, acceptance and responsibility, acceptance of direction, personal appearance and bearing and work values and ethical standards. It further attempted to correlate the assessment of the student trainees on the job training program and their personal profiles.

Locale of the Study

The study was conducted in three (3) private schools at Tuguegarao City, Cagayan. These schools are F.L. Vargas College, Inc., Maila Rosario Collge and Philippine Law Enforcement College. F.L. Vargas College, Inc. was established to provide quality education. The college offers undergraduate programs such as Business Administration, Hospitality Management, Education, and Information Technology. Committed to developing competent professionals, the college emphasizes values like integrity, responsibility, and social awareness.

Maila Rosario College (n.d) on the other hand, was founded in Tuguegarao City by Honorable Mayor Delfin Telan Ting, guided by his vision of education as both a right and a service to mankind. Named after his daughter, Maila Rosario Ting–Que, the institution symbolizes dedication and cultural value, with the rose representing preciousness and growth. Today, the college offers affordable and quality programs such as Criminology, Customs Administration, and Public Safety Administration, preparing students for careers in law enforcement and public service (Maila Rosario College, n.d.).

The Philippine Law Enforcement College, established in 1997, is a private institution located in Tuguegarao City at the Patria Building on the corner of Gomez and Rizal Streets (uni24k, n.d.). It offers bachelor's degree programs across four divisions, Arts, Criminology, Customs Administration, and Public Safety Administration, providing students with specialized training in law enforcement and governance. With fields of study ranging from Political Science and Economics to Taxation and Public Administration, the college has become a center for developing professionals equipped to serve in various public safety and administrative roles.

Selection and Description of Respondents

The respondents of study were the fourth year Criminology students enrolled in their OJT for the first semester SY 2022-2023 at FL Vargas College (FLVC), Philippines Law Enforcement College (PLEC) in Tuguegarao City and Myla Rosario College (MRC) and the OJT Instructors and Supervisors. The primary respondents of the study were selected using the Slovin formula with 5 percent margin of error, further the sample size was determined using the stratified proportional random sampling. For the site distribution, that enumeration was used. The table shows the distribution of the respondents.

Table 1
Distribution of Respondents

FLVC, PLEC and MRC Total Population	Sample (n)	Frequency
Students	221	92.47
Site Supervisor	15	6.27
OJT Instructors	3	1.26
Total	239	100.00

Data Gathering Procedure

Prior to the conduct of the study, a written request was prepared by the researcher asking permission from the Heads of the Educational Institutions. Upon approval, the researcher personally administered the questionnaires to the respondents and heads of cooperating agencies. This was done to assist the respondents for whatever query that they may encounter and to ensure one hundred percent retrieval.

Statistical Treatment of Data

The researcher made use of descriptive and inferential statistics in the analysis of data.

Frequency counts and percentages were used to quantify the profile of the respondents.

Weighted mean was utilized to assess the work performance of the student trainees and head of the cooperating agencies on the On-the-Job Training program relative to the following dimensions punctuality and attendance, knowledge of work, quality of work, acceptance and responsibility, acceptance of direction, personal appearance and bearing and work values and ethical standards. To further interpret the weighted mean, an arbitrary criterion scale based from the OJT Manual of the Department was used as follows:

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	Outstanding (O)
4	3.40-4.19	Very Satisfactory (VS)
3	2.60-3.39	Satisfactory (S)
2	1.80-2.59	Fair (F)
1	1.00-1.79	Needs Improvement (NI)

The assessment of the student trainees and heads of cooperating agencies on the On-the-Job Training program relative to the following dimensions on punctuality and attendance, knowledge of work, quality of work, acceptance and responsibility, acceptance of direction, personal appearance and bearing and work values and ethical standards, the Analysis of Variance (F-test) was used.

Chi-square test was used to correlate the assessment of the student trainees on the job training program and their personal profiles.

RESULTS AND DISCUSSION

1. Profile of Respondents

1.1. Age

Table 2
Frequency and Percentage Distribution of Respondents
According to Age

Age	Students		OJT Instructors		Site Supervisor	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
26-28	1	0.45	3	10.00	7	46.67
23-25	48	27.72	0	0.00	8	53.33
20-22	172	77.83	0	0.00	0	0.00
Total	221	100.00	3	100.00	15	100.00

Table 2 indicates the majority of the students participating in the OJT program are aged 20-22 years, accounting for approximately 77.83% of the total, which suggests that most students are in the early stages of their higher education or training. In contrast, students aged 23-25 comprise about 27.72%, with only a minimal percentage of 0.45% of students falling within the 26-28 age bracket, highlighting that older students are less represented in the program. On the part of the OJT instructors, all three recorded responses are from the 26-28 age group, representing 100% of instructors, which may imply that instructors for this program tend to be more experienced or older. Regarding site supervisors, nearly half or 46.67% are aged 26-28, while the majority or 53.33% are within the 23-25 age range, indicating a slightly more diverse age distribution among those overseeing the sites. These observations imply that the program predominantly

involves younger students, potentially reflecting the typical age range of college students in the academic program, while the instructors and site supervisors tend to be older, possibly due to their experience or position level. This age distribution can influence the dynamics of the OJT, with younger students benefiting from guidance by more experienced professionals, which can enhance learning outcomes. It also suggests that the program may need to consider the involvement of a broader age range among students to promote diversity and inclusion within the training experience.

The predominance of students aged 20–22 or 77.83% aligns with the structured timeline of the Philippine higher education system under Republic Act No. 7722, which mandates that academic programs gear their curricula toward producing graduates ready for the professional "battlefield." This youthful demographic supports the assertion by Mina et al. (2019) that internships are a crucial component of formal education, providing undergraduate students the chance to incorporate classroom knowledge into real-world settings before graduation. Conversely, the fact that 100% of instructors and 46.67% of supervisors are in the 26–28 age bracket confirms the requirement for "suitable supervision" and a "cadre of training professionals" necessary to facilitate successful learning (Ross et al, 2012). This age gap facilitates a mentor-mentee dynamic where, as noted by Anoyo et al., (2015) trainees can receive rapid feedback and gain respect for superiors, which is vital for developing the "strong character" required in Criminology and Public Administration (Shoenfelt et al., 2012). Ultimately, these findings affirm that the OJT program functions as a capstone activity where younger students benefit from the "hand-on experience" and "professional feedback" provided by more senior industry practitioners (Tolentino, 2023).

1.2. Gender

Table 3
Frequency and Percentage Distribution of Respondents According to Sex

Sex	Students		OJT Instructors		Site Supervisor	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	196	88.69	2	66.67	13	86.67
Female	25	11.31	1	33.33	2	13.33
Total	221	100.00	3	100.00	15	100.00

Table 3 reveals a significant gender imbalance among the participants involved in the OJT program. Majority of the students are male, comprising 88.69% of the total, with females making up only 11.31%. Similarly, among the OJT instructors, two out of three are male or 66.67%, and one is female or 33.33%. For site supervisors, majority are male, accounting for 86.67%, while females represent only 13.33%. This distribution suggests that males predominantly occupy roles as students, instructors, and site supervisors within the program. The implications of this sex disparity may include limited diversity and perspectives in the training environment, which can affect the overall learning experience

and decision-making processes. It highlights the need for initiatives that promote gender inclusivity and encourage balanced representation across all roles to foster a more equitable and diverse learning and working environment.

Majority of male students or 88.69%, and site supervisors or 86.67% reflects the traditional demographic profile of the "actual battlefield" in the Philippine Criminal Justice System, as described in the CHED Memorandum Order No. 21 Series of 2005. This gender imbalance supports the findings of Libradilla et al., (2013) who emphasize that criminology internships are designed to mimic real-world professional settings, which historically have been male-dominated fields. However, this disparity may present challenges in developing "interpersonal skills" and "emotional intelligence," which Indeed identifies as essential competencies for navigating diverse workplace cultures . Furthermore, while Ylagan (2013) asserts that trainees benefit from encountering industry-specific issues, a lack of female representation among instructors of 33.33% and supervisors may limit the range of perspectives available for resolving complex human relations problems. Consequently, these findings affirm the need for the "value orientation programs" suggested by Anoyo et al. (2015) to ensure that, despite the gender gap, all trainees develop the "strong character" and "cohesive teamwork" necessary for career advancement.

1.3 Civil Status

Table 4
Frequency and Percentage Distribution of Respondents According to their Civil Status

Age	Students		OJT Instructors		Site Supervisor	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Single	221	100.00	1	33.33	3	20.00
Married	0	0.00	2	66.67	12	80.00
Total	221	100.00	3	100.00	15	100.00

Table 4 indicates a clear civil status distribution among the participants involved in the OJT program. All 221 students are single, representing 100% of the student population. In contrast, among the OJT instructors, two or 66.67% are married, and one or 33.33% is single, reflecting a majority of instructors being married. Similarly, the site supervisors are predominantly married, comprising 80%, with only 20% being single. These patterns imply that the instructors and site supervisors tend to be older and more established, often with family commitments, whereas the students are mostly young and single. The implications of this distribution include potential differences in responsibilities, perspectives, and priorities between students and their supervisors, which could influence mentorship and management dynamics. Recognizing these differences is important for fostering effective communication and support within the program, and it may also inform strategies to accommodate the diverse needs of participants based on their marital status.

The 100% single status of student-trainees directly supports the findings of Tolentino (2023), who identifies OJT as a capstone activity typically undertaken by young adults still in the "intellectual growth" phase of their academic careers. This demographic profile affirms the CHED Memorandum Order No. 21 framework, which positions the internship as a transition from the "four corners of the classroom" to the professional battlefield before students enter the life stage of family and long-term employment. Conversely, the high percentage of married instructors or 66.67% and site supervisors or 80% affirms the assertion of Rothwell and Kazanas (2003) that effective on-the-job training requires experienced, established professionals who possess the stability and "internal expertise" to mentor others. This marital and life-stage gap reinforces the "student-lecturer respect" dynamic cited by Shoenfelt et al., (2012) where the maturity of supervisors helps trainees develop the strong character and professional identity needed to comply with immediate superiors. However, these findings also suggest a potential divergence in priorities, confirming Ko and Sidhu's (2012) argument that host organizations must institutionalize processes to gauge student satisfaction, as single interns may have different motivations compared to their more established, married mentors.

2. Assessment of the Respondents on Work Performance of Criminology Interns of:

2.1. Punctuality and Attendance

Table 5
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Punctuality and Attendance

Indicators	Students		Heads		OJT Instructor		Over-all Mean	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1.Perfect attendance	4.53	O	4.80	O	4.56	O	4.62	O
2. Rarely absent or late	3.76	VS	4.40	O	4.08	VS	4.08	VS
3. Punctual and average attendance	3.99	VS	4.40	O	4.19	VS	4.19	VS
4. Frequently absent or late	2.99	S	1.80	F	2.40	F	2.40	F
5. Often absent or late	2.89	S	2.20	F	2.55	F	2.55	F
Category Mean	3.63	S	3.48	VS	3.56	VS	3.56	VS

Table 5 presents the mean assessment of the respondents on work performance of Criminology intern relative to punctuality and attendance.

The overall assessment of the work performance of criminology interns regarding punctuality and attendance reveals a generally positive perception among students, heads, and OJT instructors. The highest ratings were given for perfect attendance, with mean scores ranging from 4.53 to 4.80, with descriptive scale of "Outstanding", indicating

that most respondents view interns as highly committed and disciplined in their attendance. Ratings for being rarely absent or late, as well as maintaining punctual and average attendance, also received high marks, categorized as **"Very Satisfactory"** and **"Outstanding,"** which suggests that interns are largely punctual and dependable. However, the lower scores in categories reflecting frequent or often absences highlight a significant area for improvement, as these ratings fall into the **"Satisfactory"** and **"Fair"** categories, pointing to some interns struggling with attendance consistency. The variations in ratings between students and heads suggest differing perceptions, possibly influenced by their respective roles or expectations. Overall, while the data indicates that most interns demonstrate commendable punctuality, addressing the issues related to absenteeism remains essential to uphold professional standards and ensure continuous growth in their work performance. Strengthening attendance policies and providing guidance to interns with attendance challenges can further enhance the internship program's effectiveness and prepare interns more adequately for their future roles in criminology.

The high mean scores for perfect attendance from 4.53 to 4.80 directly support the findings of Anoyo et al., (2015) which characterize Criminology interns as "highly dependable" and "committed" when they perceive the OJT as an essential step toward their future careers. This discipline affirms the "strong character" and "compliance with superiors" described by Shoenfelt et al., (2012) demonstrating that students are successfully internalizing the professional ethics required by the Philippine Criminal Justice System. However, the lower ratings for frequent absences contradict the ideal of "professional identity" development, confirming Delelis's (2016) study which identifies distance from the cooperating firm as a primary problem that hinders immersion performance. These findings also reinforce the position of Tolentino (2023) that performance metrics like meeting deadlines and consistent attendance directly influence professional reputation and appraisal outcomes. Ultimately, the data supports Noe (2017) in his assertion that while training is a "must-do," institutions must continuously strengthen policies to ensure that trainees meet the high-quality standards necessary to gain a competitive advantage in the labor market.

2.2. Knowledge of Work

Table 6
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Knowledge of Work

Indicators	Students		Heads		OJT Instructor		Over-all Mean	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Has a complete and thorough knowledge of work	4.40	O	4.18	VS	4.27	O	4.28	O
2. Rarely needs instruction and	4.10	VS	3.81	VS	3.90	VS	3.94	VS

assistance								
3. Needs instruction and assistance	3.60	VS	4.22	VS	3.90	VS	3.91	VS
4. Regularly needs instruction and assistance	3.26	S	3.60	VS	3.43	VS	3.43	VS
5. Needs more instruction and assistance	3.20	S	2.90	S	2.91	S	3.00	VS
Category Mean	3.71	VS	3.74	VS	3.68	VS	3.71	VS

Table 6 presents the mean assessments of the respondents on work performance of Criminology interns relative to knowledge of work. The overall assessment of the interns' work performance concerning their knowledge and ability to perform their tasks indicates a generally positive perception among students, heads, and OJT instructors, with an overall mean rating of 3.71, classified as **"Very Satisfactory."** Interns are perceived to possess a complete and thorough knowledge of their work, receiving high ratings across all groups, with the overall mean of 4.28 categorized as **"Outstanding."** This suggests that most interns are well-versed in their responsibilities and demonstrate strong competency in their roles. Additionally, the interns are seen to rarely require instruction or assistance, with a mean of 3.94, also falling within the **"Very Satisfactory"** category, indicating independence and confidence in their tasks. However, some areas for improvement are evident in the need for instruction and assistance, particularly in categories where ratings are lower; for instance, the mean of 3.20 in the "Needs more instruction and assistance" category is just at the boundary of **"Satisfactory."** The ratings in this area highlight that a few interns still require additional guidance to fully meet the expectations of their roles. The slight variations between respondents—such as students rating slightly higher than heads—may reflect differing perspectives on interns' competence levels. Overall, the data suggests that while most interns are competent and capable, ongoing support and targeted training could further enhance their knowledge and independence, ensuring they are fully prepared for professional responsibilities in criminology.

The **"Outstanding"** mean rating of 4.28 for thorough job knowledge directly affirms the claim by Libradilla et al. (2023) that criminology internships significantly enhance the ability of students to apply theoretical classroom knowledge to real-world professional situations. This high level of independence supports the findings of Ylagan (2013) suggesting that student-trainees who resolve industry-specific issues during OJT substantially develop the competence required for their future workplace obligations. However, the lower "Satisfactory" ratings for those needing more instruction support the concerns of Delelis (2016) regarding inadequate task knowledge, reinforcing the need for the "suitable supervision" and "organizational projects" emphasized by Ko and Sidhu (2012).

2.3. Quality of Work

Table 7
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Quality of Work

Indicators	Students		Heads		OJT Instructor		Over-all Mean	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Complete and accurate in all details	4.50	O	4.30	O	4.30	O	4.37	O
2. Rarely commits error	3.80	VS	3.57	VS	3.75	VS	3.71	VS
3. Fairly good and seldom commit error	3.58	VS	3.01	S	3.26	S	3.28	S
4. Requires occasional practice	3.45	VS	2.95	S	3.15	S	3.18	S
5. Very careless and often time commits error	3.05	S	2.76	S	2.90	S	2.90	S
Category Mean	3.68	VS	3.32	VS	3.47	S	3.49	S

Table 7 reveals the mean assessment of the respondents on work performance of Criminology interns relative to quality of work. The assessment of interns' work performance regarding accuracy and attention to detail reflects generally favorable ratings, with an overall mean of 3.49, classified as "Satisfactory." Interns are perceived by students, heads, and OJT instructors to be fairly good and seldom commit errors, with the overall mean of 3.28 falling within the **"Very Satisfactory"** category, indicating a solid level of precision in their work. Most respondents agree that interns are complete and accurate in all details, with the highest individual rating of 4.37, categorized as **"Outstanding,"** which suggests that many interns demonstrate thoroughness and correctness in their tasks. The ratings for seldom committing errors are also high, averaging 3.71, reinforcing the perception of competence. However, there are areas needing improvement, notably in the perception that some interns require occasional practice, with mean scores ranging from 2.95 to 3.18, falling into the **"Satisfactory"** category. Similarly, the perception that some interns are very careless and often commit errors is reflected in lower ratings of 2.76 to 3.05, indicating a need for greater accuracy and attention to detail among certain interns. The variation in ratings between respondents suggests differing perceptions of interns' precision, with students generally rating performance slightly higher than heads and instructors. Overall, the data highlights the interns' generally satisfactory performance in accuracy, but targeted interventions to reduce errors and improve meticulousness could further enhance their professional competence.

The "Outstanding" mean rating of 4.37 for accuracy and detail directly supports the assertion by Laguador and Dotong (2013) that on-the-job training allows graduating students to effectively bridge the gap between textbook theory and the high-precision demands of a work environment. This competence affirms the CVEACE (2010) manual's

objective of using immersion to prepare criminology students for the "actual battlefield" of investigations and office duties where thoroughness is critical. However, the "Satisfactory" ratings for those who often commit errors or need occasional practice confirm Anoyo et al.'s (2015) warning that the lack of trainer expertise or instructional competence can lead to trainee fatigue and lower quality outputs.

2.4. Acceptance and Responsibility

Table 8
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Acceptance and Responsibility

Indicators	Students		Heads		OJT Instructor		Over-all	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Consistently acts in responsible manner	4.55	O	4.50	O	4.50	O	4.52	O
2. Shows marked interest in his/her work	4.32	O	4.02	VS	4.20	VS	4.18	VS
3. Displays normal interest in his/her work	4.10	VS	3.35	S	3.60	S	3.68	VS
4. Has a little interest in his/her work	3.38	S	3.10	S	3.10	S	3.19	S
5. Manifest a very low regard for his/her work	3.15	S	2.90	S	2.98	S	3.01	S
Category Mean	3.90	VS	3.57	VS	3.68	VS	3.72	S

Table 8 presents the assessment of the respondents on work performance of Criminology interns relative to acceptance of work and responsibility. The assessment of interns' work performance regarding accuracy and attention to detail reflects generally favorable ratings, with an overall mean of 3.49, classified as **"Satisfactory."** Interns are perceived by students, heads, and OJT instructors to be fairly good and seldom commit errors, with the overall mean of 3.28 falling within the **"Very Satisfactory"** category, indicating a solid level of precision in their work. Most respondents agree that interns are complete and accurate in all details, with the highest individual rating of 4.37, categorized as **"Outstanding,"** which suggests that many interns demonstrate thoroughness and correctness in their tasks. The ratings for seldom committing errors are also high, averaging 3.71, reinforcing the perception of competence. However, there are areas needing improvement, notably in the perception that some interns require occasional practice, with mean scores ranging from 2.95 to 3.18, falling into the **"Satisfactory"** category. Similarly, the perception that some interns are very careless and often commit errors is reflected in lower ratings of 2.76 to 3.05, indicating a need for greater accuracy and attention to detail among certain interns. The variation in ratings between respondents suggests differing perceptions of interns' precision, with students generally rating performance slightly higher than heads and instructors. Overall, the data highlights the interns' generally satisfactory performance in accuracy, but targeted interventions to

reduce errors and improve meticulousness could further enhance their professional competence.

The **"Outstanding"** mean rating of 4.37 for thoroughness and accuracy directly affirms the claim by Laguador and Dotong (2013) that immersion allows students to transform theoretical knowledge into the precise professional skills required for successful leadership in the field. This high level of correctness supports Ylagan's (2013) assertion that resolving industry-specific issues provides interns with a realistic understanding of work obligations and the necessity of precision. However, the lower **"Satisfactory"** ratings for interns who are "very careless" or "often commit errors" reinforce the findings of Delelis (2016), which link performance problems to a lack of self-confidence and inadequate task knowledge during the immersion period.

2.5. Acceptance of Direction

Table 9
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Acceptance of Direction

Indicators	Students		Heads		OJT Instructor		Over-all	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Carry out direction to the best of his/her ability	4.55	O	4.40	O	4.51	O	4.49	O
2. Shows keep interest in accepting direction	4.30	O	3.70	VS	4.08	VS	4.03	VS
3. Accept direction and carries out with minimum correction	4.08	VS	3.33	S	3.62	S	3.68	S
4. Needs constant prodding and displays passive attitude	3.50	VS	3.03	S	3.30	S	3.28	S
5. Shows inability to carry out directions	3.33	S	2.70	S	3.87	S	3.29	S
Category Mean	3.95	VS	3.43	VS	3.88	VS	3.87	VS

Table 9 reveals the mean assessment of the respondents on the work performance of Criminology in term relative to acceptance of direction. The data assessing interns' ability to carry out directions indicates a generally positive perception, with an overall mean of 3.87 categorized as **"Very Satisfactory."** Interns are viewed by students, heads, and instructors to perform well in following instructions, with the highest individual rating of 4.55 from students, showing that many interns exert their best effort in executing tasks. Notably, interns demonstrate a strong interest in accepting directions, with an overall mean of 4.03, indicating enthusiasm and willingness to follow guidance. Additionally, the

interns tend to accept directions with minimal correction, averaging 3.68, which suggests they are generally responsive and capable of implementing instructions effectively. However, some concerns are evident in areas such as needing constant prodding and displaying passive attitudes, with mean scores around 3.28 to 3.50, indicating that a few interns may require frequent encouragement or exhibit less proactive behavior. The perception of an inability to carry out directions is comparatively lower, with mean scores of 2.70 to 3.87, suggesting that most interns can follow instructions, though some may struggle or require additional support. The slight variation between respondents, especially the lower score from heads or 3.70 in showing interest, may reflect differing expectations or observations. Overall, the data suggests that interns generally perform well in executing directions, but efforts to foster greater initiative and reduce passive attitudes could further improve their performance and professional development.

The **"Very Satisfactory"** mean of 3.87 for carrying out directions directly affirms the findings of Shoenfelt et al. (2012), which emphasize that a student's respect for their superiors is a foundational character trait developed during the internship process. This enthusiasm to follow guidance, reflected in the 4.03 rating for interest, supports Ebreo et al.'s (2014) assertion that OJT serves as a vital training ground where students build the self-assurance needed to meet the significant demands of their specialization. However, the identified need for "constant prodding" among some interns contradicts the goal of developing "responsible and effective leadership" as mandated by Republic Act No. 7722, suggesting that some trainees still require the "suitable supervision" noted by Ko and Sidhu (2012) to transition from passive learning to proactive professional application.

2.6. Personal Appearance and Bearing

Table 10
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Personal Appearance and Bearing

Indicators	Students		Heads		OJT Instructor		OJT Instructor	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Always clean, neat, well-groomed, and always in prescribed attire	4.48	O	4.85	O	4.71	O	4.68	O
2. Rarely seen in proper attire, clean well groomed	3.92	VS	4.15	VS	3.97	VS	4.01	VS
3. Fairly good bearing	3.88	VS	4.10	VS	3.95	VS	3.98	VS
4. Hardly observes good bearing	3.35	S	3.72	VS	3.52	VS	3.53	VS

5. Needs more improvement on his/her appearance	3.33	S	3.22	S	3.24	S	3.26	S
Category Mean	3.79	VS	4.01	VS	3.88	VS	3.89	VS

Table 10 presents the mean of assessment of the respondents on work performance of Criminology interns relative to personal appearance and bearing.

The evaluation of interns' appearance, grooming, and demeanor shows predominantly positive perceptions, with an overall mean of approximately 3.89 categorized as **"Very Satisfactory."** Interns are generally considered to be always clean, neat, well-groomed, and in prescribed attire, as reflected by the high mean scores of around 4.68 to 4.85, especially from heads or 4.85. Most respondents agree that interns maintain good personal appearance and proper attire, which is essential for professionalism. The perception that interns are fairly good in bearing is also favorable, with mean scores close to 4.00, indicating they generally display appropriate demeanor. However, some areas require improvement, notably in instances where interns are hardly observed to have good bearing, with mean scores ranging from 3.35 to 3.72, suggesting that a few interns may need to work on their posture, attitude, or overall presentation. The category mean across all respondents indicates that while the interns are perceived to be well-groomed and professional most of the time, consistent adherence to proper appearance and demeanor can be further strengthened. The ratings are fairly consistent across students, heads, and instructors, with minor variations, emphasizing a shared perception of interns' professional appearance. Overall, the data points to a commendable level of grooming and demeanor among interns, with opportunities for targeted coaching to elevate standards uniformly.

The "Very Satisfactory" overall mean of 3.89 for personal bearing directly supports the findings of Anoyo et al. (2015), who found that Criminology interns receive exceptional ratings in personal characteristics and adherence to institutional rules. The high score from heads regarding prescribed attire or 4.85 affirms the CVEACE (2010) manual's requirement for trainees to embody the "dignity and beauty" of the profession through physical and natural surroundings as emphasized in Republic Act No. 7722. However, the lower scores in consistent bearing suggest that some interns still face challenges in maintaining a professional identity, reinforcing the recommendation by Genova et al. (2019) that seminars and workshops on duties and responsibilities should be held before deployment to elevate these standards.

2.7. Moral Values and Ethical Standards

Table 11
Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Moral Values and Ethical Standards

Indicators	Students		Heads		OJT Instructor		Over-all	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Strictly abides by code of ethics	4.50	O	3.85	S	4.22	VS	4.19	VS
2. Very upright to follow the rules	4.42	O	4.32	O	4.31	O	4.35	O
3. Fairly violates the code of conduct	3.45	VS	3.20	S	3.25	S	3.30	S
4. Hardly observes the code of ethics	3.33	S	3.22	S	3.20	S	3.25	S
5. Needs training and re-orientation on moral values and ethics	3.25	S	2.98	S	3.10	S	3.11	S
Category Mean	3.79	VS	3.51	VS	3.62	VS	3.64	VS

Table 11 shows the mean assessment of the respondents on the work performance of Criminology in terms of moral values and ethical standards. The data assessing interns' adherence to the code of ethics reveals generally positive perceptions, with an overall mean of approximately 3.64 categorized as **"Very Satisfactory."** Interns are viewed by students, heads, and instructors as largely compliant with ethical standards, especially in strictly abiding by the code of ethics, which received high ratings—most notably from students with a mean of 4.50 and overall mean of 4.19 —indicating strong adherence. They are also perceived as very upright in following rules, with all ratings exceeding 4.30, reflecting a solid commitment to ethical conduct. However, there are areas of concern, particularly regarding violations of the code of conduct, with mean scores around 3.20 to 3.45, suggesting that some interns occasionally or rarely violate ethical standards. The perception that interns hardly observe the code of ethics scores around 3.20 to 3.33, indicating room for improvement in consistently demonstrating ethical behavior. Additionally, the need for further training and re-orientation on moral values is acknowledged, with mean scores just below 3.20 across respondents, emphasizing the importance of ongoing ethics education. The slight variation in ratings, especially the lower scores from heads, may reflect different perspectives or experiences. Overall, the interns are generally viewed as ethical and rule-abiding, but targeted interventions such as ethics training could reinforce their understanding and practice of moral standards.

The **"Very Satisfactory"** mean of 3.64 for ethical standards directly affirms the claim by Anoyo et al. (2015) that Criminology interns successfully develop a sense of work values and integrity through academic training prior to their practicum. The high rating of 4.19 for strictly abiding by the code of ethics supports the CHED Memorandum

Order No. 21 objective of preparing students for the "actual battlefield" of the Philippine Criminal Justice System, where upright conduct is a non-negotiable requirement. However, the identified need for re-orientation on moral values contradicts the expectation of total compliance, reinforcing the recommendation of Anoyo et al. (2015) that colleges must strengthen value orientation programs, such as retreats and leadership training, to ensure that the "intellectual growth" mandated by Republic Act No. 7722 is matched by consistent ethical practice.

2.8. Summary on the Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Moral Values and Ethical Standards

Table 12
Summary Table on the Mean of Assessment of the Respondents on Work Performance of Criminology Interns Relative to Moral Values and Ethical Standards

Indicators	Students		Heads		OJT Instructor		Over-all	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
Punctuality and Attendance	3.63	S	3.48	VS	3.56	VS	3.56	VS
Knowledge of Work	3.71	VS	3.74	VS	3.68	VS	3.71	VS
Quality of Work	3.68	VS	3.32	VS	3.47	S	3.49	S
Acceptance and Responsibility	3.90	VS	3.57	VS	3.68	VS	3.72	S
Acceptance of Direction	3.95	VS	3.43	VS	3.88	VS	3.87	VS
Personal Appearance and Bearing	3.79	VS	4.01	VS	3.88	VS	3.89	VS
Moral Values and Ethical Standards	3.79	VS	3.51	VS	3.62	VS	3.64	VS
Over-all Mean	3.78	VS	3.58	VS	3.68	VS	3.70	VS

The assessment of the criminology interns' work performance concerning moral values and ethical standards reveals predominantly very satisfactory ratings across all indicators, with an overall mean of 3.70, classified as **"Very Satisfactory"**. Interns are perceived to demonstrate strong punctuality and attendance, receiving high ratings from students, heads, and instructors, which underscores their commitment and professionalism. Knowledge of work is also rated highly, indicating that interns possess the necessary understanding and skills for their tasks. While the quality of work received slightly lower ratings—particularly from heads—it remains within the satisfactory range, suggesting that there is room for improvement in the actual output of interns. Acceptance and responsibility, as well as acceptance of direction, are viewed positively, reflecting interns' willingness to take accountability and follow guidance effectively. Personal appearance and bearing are consistently rated very satisfactory, emphasizing the interns' professionalism. Ratings for moral values and ethical standards, although still very satisfactory, are relatively lower compared to other indicators, implying that while interns

generally uphold ethical standards, continuous reinforcement and training could further enhance these aspects. Overall, the data indicates that criminology interns are performing commendably in moral and ethical dimensions. However, to sustain and enhance these standards, institutions may consider targeted interventions to elevate the quality of work and strengthen moral values further, ensuring that interns meet the highest ethical expectations in their professional conduct.

The "**Very Satisfactory**" overall mean of 3.70 for moral values and ethical standards affirms the assertion by Anoyo et al. (2015) that academic institutions successfully instill a sense of integrity and work values in students before their field deployment. This consistent professionalism across indicators like attendance and bearing directly supports the CHED Memorandum Order No. 21 framework, which seeks to produce graduates who exemplify the dignity of the criminology profession in the "actual battlefield." However, the fact that ethical standards and quality of work received relatively lower ratings than punctuality reinforces the argument by Ko and Sidhu (2012) that successful internships require a tighter blend of student aptitude and suitable supervision to transition from simple compliance to high-level professional competence.

3. Comparison between the Assessment of the respondents on the On-the-Job Training Program

Table 13
Significant Difference between the Assessment of the respondents on the On-the-Job Training Program Relative to the Seven Dimensions

Dimensions	Probability	Decision	Remark
2.1. Punctuality and Attendance	.652	Ho is Accepted	Not Significant
2.2. Knowledge of Work	.753	Ho is Accepted	Not Significant
2.3. Quality of Work	.112	Ho is Accepted	Not Significant
2.4. Acceptance and Responsibility	.652	Ho is Accepted	Not Significant
2.5. Acceptance of Direction	.148	Ho is Accepted	Not Significant
2.6. Personal Appearance and Bearing	.365	Ho is Accepted	Not Significant
2.7. Moral Values and Ethical Standards	.214	Ho is Accepted	Not Significant

Table 13 shows the significant difference between the assessment of the student trainees and heads of cooperating agencies on the On-the-Job Training program relative to the mentioned dimensions using Analysis of Variance ANOVA (F– test) at 0.05 level of significance.

As revealed in the table, the probability values for all the mentioned dimensions were greater than 0.05. The null hypothesis was accepted. Hence, there is no significant difference between the assessment of the student trainees and heads of cooperating agencies on the On-the-Job Training Program relative to the following dimensions namely Punctuality and Attendance, Knowledge of Work, Quality of Work, Acceptance and

Responsibility, Acceptance of Direction, Personal Appearance and Bearing, and, Moral Values and Ethical Standards.

Result reveals that although both differ in their mean assessments on the On-the-Job Training Program relative to the mentioned dimensions on the above table, the difference does not inferentially significant. This then considered that both of the respondents assessed the program to be equally the same.

The acceptance of the null hypothesis across all dimensions directly affirms the findings of Anoyo et al. (2015) which indicated no significant relationship between performance variables and external factors, suggesting that the training environment is perceived consistently by both students and supervisors. This alignment between student self-assessment and agency feedback supports the claim by Ross and Elechi (2002) that undergraduate curricula in criminal justice programs effectively reflect the practical realities of the field. Furthermore, this lack of significant difference reinforces the "student-lecturer respect" and cohesive teamwork dynamics discussed by Shoenfelt et al. (2012) proving that both trainees and heads of agencies share a unified standard for professional excellence as mandated by Republic Act No. 7722.

4. Correlation between the Assessments of the Student Trainees on the Job Training Program and their Personal Profiles

4.1. Punctuality and Attendance

Table 14
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Punctuality and Attendance and Their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.654	Accept Ho	Not Significant
Gender	.254	Accept Ho	Not Significant
Civil status	.365	Accept Ho	Not Significant

Table 14 shows the significant relationship in the assessment of the student trainees on the job training program as to punctuality and attendance and their personal profile using Pearson Chi - square test at 0.05 level of significance.

As revealed in the table, the probability F values for the mentioned profile were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to punctuality and attendance and their personal profile age, gender and civil status.

Result reveals that student trainees on the job training program as to punctuality and attendance is independent with their personal profile. Hence, age, gender and civil

status are personal variables that do not influence the students' on-the-job training particularly on their punctuality and attendance to the said program.

The finding that punctuality and attendance are independent of age, gender, and civil status directly affirms the research of Anoyo et al. (2015) which suggests that criminology interns' performance is driven by individual discipline rather than demographic variables. This independence supports the "professional identity" framework mentioned by Mina et al. (2019) where the shared goal of preparing for the "actual battlefield" of criminal justice creates a uniform standard of conduct across all student groups. Furthermore, the lack of statistical significance reinforces the Republic Act No. 7722 mandate to provide "accessible and equal" education, as it proves that the program's rigorous training standards effectively instill a cohesive sense of duty regardless of a trainee's personal background.

4.2. Knowledge of Work

Table 15
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Knowledge of Work and Their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.852	Accept Ho	Not Significant
Gender	.158	Accept Ho	Not Significant
Civil status	.365	Accept Ho	Not Significant

Table 15 shows the significant relationship in the assessment of the student trainees on the job training program as to Knowledge of Work and their personal profile using Pearson Chi - square test at 0.05 level of significance.

As revealed in the table, the probability F values for the mentioned profile were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to Knowledge of Work and their personal profile age, gender and civil status. Result reveals that student trainees on the job training program as to Knowledge of Work is independent with their personal profile. Hence, age, gender and civil status are personal variables that do not influence the students' on-the-job training particularly on their Knowledge of Work to the said program.

The lack of a significant relationship between knowledge of work and personal profiles directly affirms the claim by Libradilla et al. (2023) that the criminology internship significantly enhances practical skills through a standardized curriculum rather than personal traits. This finding supports CHED Memorandum Order No. 21, Series of 2005, which provides the policies and standards for the Criminology program and emphasizes the importance of adequate academic preparation, facilities, and laboratory-based instruction in developing competent criminology graduates. The results suggest that the

institution's academic and laboratory training practices contributed to the perceived effectiveness and quality of student preparation across different demographic groups (Mejia et al., 2014). Consequently, the data reinforces the position of Noe (2017) that training and development successfully build the human capital needed for competitive challenges, regardless of an individual's age, gender, or marital status.

4.3. Quality of Work

Table 16
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Quality of Work and Their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.624	Accept Ho	Not Significant
Gender	.125	Accept Ho	Not Significant
Civil status	.147	Accept Ho	Not Significant

Table 16 shows the significant relationship in the assessment of the student trainees on the job training program as to Quality of Work and their personal profile using Pearson Chi - square test at 0.05 level of significance.

As revealed in the table, the probability F values for the mentioned profile were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to Quality of Work and their personal profile age, gender and civil status. Result reveals that student trainees on the job training program as to p Quality of Work is independent with their personal profile. Hence, age, gender and civil status are personal variables that do not influence the students' on-the-job training particularly on their Quality of Work to the said program.

The finding that the quality of work is independent of age, gender, and civil status directly affirms the results of Anoyo et al. (2015) which indicated that criminology interns' performance in terms of competence and adherence to rules is not affected by contributing personal factors. This statistical independence supports the claim of Laguador and Dotong (2013) that a well-structured internship allows students to transform theoretical knowledge into high-quality work regardless of their demographic background. Furthermore, the data reinforces the CHED mandate for standardized curriculum implementation, proving that the training ground effectively prepares all graduates for the "actual battlefield" of the criminal justice system by focusing on merit-based competence rather than personal variables.

4.4. Acceptance and Responsibility

Table 17
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Acceptance and Responsibility and Their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.325	Accept Ho	Not Significant
Gender	.004	Reject Ho	Significant
Civil status	.625	Accept Ho	Not Significant

Table 17 shows the significant relationship in the assessment of the student trainees on the job training program as to Acceptance and Responsibility and their personal profile using Pearson Chi - square test at 0.05 level of significance.

As revealed in the table, the probability p values for the profile gender were less than 0.05. The null hypothesis was rejected. There is a significant relationship in the assessment of the student trainees on the job training program as to Acceptance and Responsibility and their personal profile gender.

Also, the probability F values for the profile age and civil status were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to Acceptance and Responsibility and their personal profile age and civil status.

For their gender the probability F values was less than 0.05. The null hypothesis was rejected. There is a significant relationship in the assessment of the student trainees on the job training program as to Acceptance and Responsibility and their personal profile gender.

Results reveal that student trainees on the job training program as to Acceptance and Responsibility is independent with their personal profile age and civil status; but, significantly dependent to their gender. Hence, age and civil status are personal variables that do not influence the students' on-the-job training particularly on their Acceptance and Responsibility to the said program; however, their gender does particularly those who are Female respondents.

The rejection of the null hypothesis regarding gender directly contradicts the demographic independence found in previous tables, suggesting that the "acceptance and responsibility" dimension is uniquely influenced by being a female trainee in a male-dominated field. This significant relationship supports the observation by Indeed (2025) that interpersonal skills and emotional intelligence, often tied to how responsibility is embraced—can develop progressively and may be influenced by how different genders navigate the "strong character" requirements noted by Shoenfelt et al. (2012) However, the independence of age and civil status reinforces the CHED Memorandum Order No. 21 framework, which asserts that the maturity and commitment required for the

professional battlefield are successfully instilled through the curriculum regardless of a student's life stage (Mejia et al., (2014).

4.5. Acceptance of Direction

Table 18
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Acceptance of Direction and Their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.854	Accept Ho	Not Significant
Gender	.654	Accept Ho	Not Significant
Civil status	.324	Accept Ho	Not Significant

Table 18 shows the significant relationship in the assessment of the student trainees on the job training program as to Acceptance of Directions and their personal profile using Pearson Chi - square test at 0.05 level of significance.

As revealed in the table, the probability F values for the mentioned profile were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to Acceptance of Directions and their personal profile age, gender and civil status. Result reveals that student trainees on the job training program as to punctuality and attendance is independent with their personal profile. Hence, age, gender and civil status are personal variables that do not influence the students' on-the-job training particularly on their Acceptance of Directionsto the said program.

The finding that acceptance of directions is independent of age, gender, and civil status directly affirms the claim by Shoenfelt et al. (2012) that a student's respect for their lecturers and superiors is a foundational character trait that transcends personal demographics. This uniformity in following guidance supports the CHED Memorandum Order No. 21 framework, which seeks to standardize the training of BS Criminology students to ensure they are equally prepared for the "actual battlefield" of the police organization. Furthermore, the results reinforce the assertion of Ebreo et al. (2014) that the OJT serves as a universal training ground where all students, regardless of their background, must develop the self-assurance and responsiveness necessary to meet industry demands.

4.6. Personal Appearance and Bearing

Table 19
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Personal Appearance and Bearing and Their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.652	Accept Ho	Not Significant
Gender	.114	Accept Ho	Not Significant
Civil status	.125	Accept Ho	Not Significant

Table 19 shows the significant relationship in the assessment of the student trainees on the job training program as to Personal Appearance and Bearing and their personal profile using Pearson Chi - square test at 0.05 level of significance.

As revealed in the table, the probability F values for the mentioned profile were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to Personal Appearance and Bearing and their personal profile age, gender and civil status.

Result reveals that student trainees on the job training program as to Personal Appearance and Bearing is independent with their personal profile. Hence, age, gender and civil status are personal variables that do not influence the students' on-the-job training particularly on their Personal Appearance and Bearing to the said program. The lack of a significant relationship between personal appearance and bearing and the students' personal profiles directly affirms the findings of Anoyo et al. (2015) which show that criminology interns consistently receive exceptional ratings in personal characteristics regardless of demographic variables. This independence supports the CVEACE (2010) manual's emphasis on standardized grooming and professional demeanor as a non-negotiable requirement for the "actual battlefield" of the Philippine Criminal Justice System. Furthermore, the Higher Education Act of 1994 (1994) emphasizes continuing intellectual growth and responsible and effective leadership, proving that the academic institution's value orientation programs successfully instill a uniform standard of professional bearing across all age groups, genders, and marital statuses.

4.7. Moral Values and Ethical Standards

Table 20
Significant Relationship in the Assessment of the Student Trainees on the Job Training Program as to Moral Values and Ethical Standards and their Personal Profile

Profile	Probability Pearson Chi-square	Decision	Remarks
Age	.685	Accept Ho	Not Significant
Gender	.334	Accept Ho	Not Significant
Civil status	.455	Accept Ho	Not Significant

Table 20 shows the significant relationship in the assessment of the student trainees on the job training program as to Moral Values and Ethical Standards and their personal profile using Pearson Chi - square test at 0.05 level of significance. As revealed in the table, the probability F values for the mentioned profile were greater than 0.05. The null hypothesis was accepted. There is no significant relationship in the assessment of the student trainees on the job training program as to Moral Values and Ethical Standards and their personal profile age, gender and civil status. Result reveals that student trainees on the job training program as to Moral Values and Ethical Standards is independent with their personal profile. Hence, age, gender and civil status are personal variables that do not influence the students' on-the-job training particularly on their Moral Values and Ethical Standards to the said program.

The finding that moral values and ethical standards are independent of age, gender, and civil status directly affirms the claim by Anoyo et al. (2015) that academic institutions successfully instill a sense of integrity and work values in criminology students prior to their practicum. This statistical independence supports the CHED Memorandum Order No. 21 framework, which seeks to produce graduates who uniformly exemplify the dignity of the profession regardless of their personal background. Furthermore, the results reinforce the Republic Act No. 7722 mandate for the development of responsible leadership, proving that the program's value orientation activities effectively establish a cohesive ethical foundation for all trainees entering the criminal justice battlefield.

Conclusions

Based from the findings of the study, it is concluded that while the respondents favourably assessed all the dimensions of the on-the-job training program as manifested in the result. The favourable result on the assessments of respondents on the different dimensions of the OJT Program did not show influence on the other variables of the study on profile as indicated by the no significance in the inferential result.

Recommendations

Based from the findings and conclusions of the study, the researcher offered the following recommendations:

1. The College of Criminology should harmonize with the training partner to identify and designate a specific focal person to oversee the interns.
2. Criminology department should review the proposed action plan for the enhancement of the On-the-Job Training program.
3. Seminars and workshop pertinent to the course taken by students should be conducted to enhance the knowledge of the students.
4. Future researchers should conduct further studies regarding the current topic to explore other aspects of the present study and to come up with a replicate study that can verify if the result of the study is reflective to all schools offering the same.

Compliance with Ethical Standards

This study was conducted in accordance with established ethical principles in research. Prior to the conduct of the study, the researcher secured permission from the heads of the participating educational institutions and coordinated with the concerned OJT instructors and site supervisors. The respondents were properly informed about the purpose of the study, the nature of their participation, and the manner by which the gathered data would be used. Participation in the study was voluntary, and the respondents were assured that they had the right to refuse or withdraw from the study at any time without any negative consequence. The researcher also ensured the confidentiality and anonymity of the respondents by not disclosing their names or any personal information that could identify them. All responses were treated with utmost privacy and were used solely for academic and research purposes.

The study involved no physical, psychological, or social harm to the respondents. The data gathered were presented honestly and objectively, without manipulation or misrepresentation. Proper acknowledgment of all cited authors and references was also observed to avoid plagiarism and to uphold academic integrity. The researcher further affirms that there was no conflict of interest in the conduct of the study. The results were intended only to assess the work performance of criminology interns and to provide a basis for enhancing the On-the-Job Training program of participating institutions.

Acknowledgements

The researcher would like to express his sincerest thanks and appreciation to the following persons who gave encouragement, inspiration and moral support in the preparation and completion of this research work.

His adviser, Dr. Diosdao T. Patubo for his great generosity, his deep encouragement, intelligent suggestions, patience and guidance towards the completion of the research work.

Dr. Mario Q. Sevilla., for providing his expertise in the statistical treatment of the data gathered and favorable suggestions to make this research worthy.

The panelist, Dr. Charina G. Alejo, Dr. Elena C. Ariola and Mr. Julie Manayan who gave their constructive remarks and intelligent suggestions to improve the quality of this paper.

To the administrators of FLVCI, headed by Dr. Florida R. Capili, the Executive Vice President for all the moral support, assistance and encouragement.

His comrades in the College of Criminology for their gifts of person and friendship that transcends time and space for the realization of this thesis.

Relatives and friends.

To the Almighty God for his continuous blessings and guidance.

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APA Citation:

Carag, F. R., & Patubo, D. T. (2026). AN ASSESSMENT OF THE FACTORS AFFECTING THE WORK PERFORMANCE OF CRIMINOLOGY INTERNS AS A BASIS FOR AN ENHANCED OJT PROGRAM. *Ignatian International Journal for Multidisciplinary Research*, 4(7), 38–66.
<https://doi.org/10.5281/zenodo.21120119>

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