

Voices from The Field: A Narrative Of Student Intern Experiences On Their Criminology Basic Actual Training (Cibat)

Analou P. Galvez¹, Albert P. Balongoy²

^{1,2}RMMC-MI

Abstract:

This qualitative study sought to investigate the challenges, coping mechanism, learnings about themselves, the preparation of student intern and the hopes and aspirations of student intern. The study used semi-structured interviews with 5 student intern participants to acquire a better understanding of their experiences and viewpoints. The findings found that the common difficulties faced by interns, including adapting to a new work environment, managing unhabitual necessities, and navigating potential anxieties about experience and skill gaps. The paper highlights the transformative potential of internships. Interns gain valuable insights into their strengths and weaknesses, develop a clearer understanding of their preferred work styles, and build confidence through overcoming challenges. Furthermore, many participants stated that their experiences had a significant impact on their personal and professional life, prompting them to continue pursuing their dreams as a means of maintaining a feeling of purpose and fulfillment. The study's findings also emphasize the necessity of instilling a sense of community and purpose among student interns, as well as giving possibilities for personal growth and development. This analysis offers a comprehensive overview of the student internship journey, highlighting the challenges, coping mechanisms, selfdiscovery, and aspirations that shape this transformative experience.

1. INTRODUCTION

Rationale

Criminology Intern Basic Actual Training (CIBAT) is one of the programs offered by the Criminology Department of Ramon Magsaysay Memorial Colleges–Marbel, Inc. Through this program, the department aims to help students prepare for their chosen fields. The services provided by CIBAT may also aid students in developing their abilities and acquiring new knowledge. Trainings and seminars are included as part of this program to assist students in maintaining good physical and mental health and to produce resilient interns.

More college faculty members began to establish internship programs after learning about them from colleagues at other institutions. Universities took the lead in making internships more appealing and productive for students by offering course credit for internships. Two advisers advocated internships as a way to gain an advantage in the job market. Colleges and major universities then adapted this idea in a way that allowed students to earn college credit while exploring potential careers (Spradlin, 2021).

Community colleges play a central role in law enforcement training. Their curricula are often based on mandates from state law enforcement boards. These institutions have gradually increased the focus of their training programs on issues related to diversity, equity, and racial profiling. This emphasis has led to changes (or potential changes) in areas such as professional development for law enforcement instructors, efforts to recruit and diversify both faculty and students, updates to policies and procedures, and modifications to advisory boards, which vary across states and localities. This article highlights what community colleges have done in law enforcement training throughout the United States (Finkel Ed, 2021).

Training as a criminology intern is an invaluable opportunity that allows students to apply classroom learning in practical settings. Through internships, students can enhance their résumés, gain experience, and build networks within the criminal justice industry. Furthermore, internships can help students determine whether a career in criminology is suitable for them. Several studies have shown that internships have a positive impact on criminology students. Interns who reported a more positive internship experience also reported feeling better prepared for a career in criminology and expressed greater satisfaction with their academic program (Anoyo et al., 2015).

Moreover, supervisors expressed satisfaction with the performance of criminology student interns. Interns were commended for their enthusiasm, motivation, and preparedness. They adapted quickly and effectively to the workplace. In addition to benefiting students, criminology internship training can also support criminal justice organizations. Interns can contribute significantly to agencies by completing tasks such as data entry, case analysis, and research. They may also offer fresh ideas and perspectives. Overall, intern training in criminology is a valuable experience that benefits both students and criminal justice institutions. Internships enable students to strengthen their résumés, gain practical experience, and expand their professional networks in the criminal justice field (Mina and Aydinan, 2019).

Furthermore, this study aimed to focus on the qualitative experiences of criminology interns. Given that the researcher is a criminology student, the objective and motivation for conducting this research is to acquire the necessary knowledge and skills for internship training. The researcher can benefit from physical and mental preparation through the Criminology Intern Basic Actual Training (CIBAT). This study was conducted within a specific timeframe during the academic year 2023–2024 to provide factual and unbiased results.

Research Questions

This study focused on the experiences of criminology students under Criminology Interns Basic Actual Training (CIBAT). Specifically, it aimed in answering the following questions:

1. What were the most significant challenges that student interns face during their criminology basic actual training or CIBAT?
2. How did student interns cope with the physical and mental demands of CIBAT?
3. What did student interns learn about themselves and about criminology during CIBAT?
4. How does CIBAT prepare student interns for their future careers in criminology?
5. What were the student interns' hopes and aspirations for the future after completing CIBAT?

Theoretical Lens

In this part, the explanation of variables, concepts, and theory that was related to the study is presented.

Qualitative narrative refers to one of the research approaches; moreover, it is a strategy for conducting research that focuses on student interns. It is a method of understanding how student interns derive meaning from their experiences during the Criminology Intern Basic Actual Training (CIBAT). Furthermore, the concept behind narrative study is that stories are not merely objective descriptions of events but rather interpretations shaped by the students' experiences.

The exploratory skill that researchers require to examine and investigate their studies is enhanced through the qualitative research method as a research methodology. By utilizing a qualitative approach, researchers can develop and apply their subjectivity and interpersonal skills in exploratory research. Additionally, qualitative research methods offer the most effective way to understand the innermost considerations of the "lived experiences" of research participants. Using the interpretative phenomenological analysis approach, which is "participant-oriented," interviewees can freely express their "lived experience" stories without fear of retaliation or legal consequences (Abayomi, 2017).

Challenges refer to the difficulties encountered by student interns. They represent a fundamental aspect of the criminology course, where students face numerous challenges as part of their growth and development. Moreover, challenges may also be associated with situations that test individuals, allowing them to gain knowledge and adapt to circumstances experienced during CIBAT.

This is supported by the theory of Sanford (1962), who asserted that overcoming challenges is an essential component of personal development and growth. However, this process does not guarantee the absence of failure. He explains that obstacles may be internal or external, and may take physical, cognitive, emotional, or social forms. These challenges should be appropriate and relevant to an individual's abilities and stage of development.

Significance of the Study

The study aimed to determine the difficulties encountered by students during their Criminology Intern Basic Actual Training (CIBAT), the strategies they employed to overcome those difficulties, the personal development they gained through overcoming such challenges, how they managed mental and physical demands, and how CIBAT prepares them for their future careers.

The results of this study are expected to benefit Criminology faculty members, Criminology students, CIBAT Training Program facilitators, school administrators, parents, the researcher, and future researchers.

Criminology Students. This study would help Criminology students appreciate and understand their roles as interns during the Criminology Intern Basic Actual Training (CIBAT). Moreover, it would encourage them to become more active and to maintain physical and mental fitness for their chosen careers.

Criminology Faculty. This study would provide valuable insights into understanding the experiences of Criminology interns as they undergo CIBAT. Additionally, it would serve as a guide in planning an efficient and effective academic department. It would also assist in creating a supportive environment that enables interns to perform their duties and responsibilities and fosters resilience among students.

CIBAT Training Program Facilitators. This study would enhance the understanding and appreciation of interns during seminars and trainings. Furthermore, it would help facilitators become more efficient and effective in delivering the program.

School Administrators. This study would offer valuable insights into the implementation of the Criminology Intern Basic Actual Training (CIBAT) within the institution. The findings would serve as a guide in designing efficient and effective programs and trainings for criminology interns. It would also support the creation of a conducive environment for interns to fulfill their duties and responsibilities.

Parents. This study would help parents appreciate and understand the roles of their children as they undergo CIBAT. Additionally, it would help them recognize their responsibilities in guiding and supporting their children, especially during difficult times throughout the training process.

Researcher. This study would assist the researcher in preparing for CIBAT by providing techniques and skills for addressing challenges encountered during training. It would also serve as a learning experience, offering insight into problem-solving strategies. Furthermore, it would enhance the researcher's knowledge, skills, and physical and mental preparedness.

Future Researchers. This study would serve as a useful reference for future research on the experiences of Criminology interns. It could provide foundational data and serve as a basis for formulating research questions in related studies.

Delimitation and Limitations

This study focused on the experiences of the Criminology Interns as they underwent the Criminology Intern Basic Actual Training (CIBAT), specifically on the difficulties they encountered during the training, the strategies they employed to overcome their leadership challenges, and the personal development they gained in the process of overcoming those difficulties.

This study used a descriptive qualitative narrative research design and applied the complementary methods for research in education by Clandinin and Connelly (1990). This method was used to understand the personal experiences of individual participants.

The participants of this study were selected from a specific group that had completed the Criminology Intern Basic Actual Training (CIBAT). The participants were chosen based on predetermined criteria established by the researcher to identify and select appropriate individuals for the study.

Definition of Terms

Challenges. Conceptually, Mina (2019) defined challenges as the struggle to balance work and school obligations. Many criminology interns have part-time jobs or other responsibilities, which can make it difficult to keep up with their coursework. Operationally, this refers to the nature of challenges that, while difficult, also present opportunities for growth and learning. Overcoming such obstacles helps build resilience and strength.

Coping Mechanism. Conceptually, Anoyo et al. (2015) stated that criminology interns can mitigate the adverse effects of stress on their health by learning and implementing stress management techniques.

These may include relaxation methods such as yoga, meditation, or deep breathing. Operationally, this refers to the ability of student interns to manage stress and overcome challenges during their training.

Criminology Intern. Conceptually, according to LPUB Research (2015), a criminology intern is a student undergoing internship within the criminal justice system. Operationally, this refers to criminology interns who are acquiring professional experience in the field of criminology.

Difficulties. Conceptually, the Oxford Dictionary (2023) defines a difficulty as a trying or unpleasant experience, also referred to as a hardship. Operationally, this refers to the period during which criminology interns experience hardships or encounter problems that are difficult to resolve.

Leadership. Conceptually, the Cambridge Dictionary (2023) defines leadership as the ability to persuade, inspire, and guide individuals toward a shared goal. Operationally, this refers to the capacity and authority of criminology interns to lead and guide their juniors or lower-year peers.

Training. Conceptually, the Oxford Dictionary (2023) defines training as the process of imparting knowledge and skills both physically and emotionally. Operationally, this refers to the experience of student interns who gain knowledge and develop skills through their participation in CIBAT.

2. REVIEW OF RELATED LITERATURE

This chapter explores the literature related to studies that encompass relevant information for this research. This review of literature and related studies provides an understanding of the broader discourse on the experiences of Criminology Interns during their training, the personal development they gained throughout the process, and the insights that can be drawn from their internship experiences.

Challenges Faced by the Student Intern

A student intern who undergoes the Criminology Basic Actual Training (CIBAT) is responsible for fulfilling duties within their department or program, either independently or as part of a team. Furthermore, according to David (2018), the field of criminology has undoubtedly made rapid progress. The concept of a science devoted to the study of crime and criminals is relatively new. The term "criminology" did not exist prior to 1890, when it was introduced as a non-partisan alternative to other emerging terms such as "criminal anthropology," "criminal psychology," and "criminal sociology," each of which claimed the discipline as its own distinct field.

According to Gordon (2018), student interns in the field of criminology may encounter various difficulties during their internships. These challenges can include legal and ethical issues, such as personal injury and tort liability, as well as complications involving the use of specific language structures, including participles in professional communication. Additionally, there may be concerns regarding the treatment of interns, who are sometimes regarded as inexpensive labor and afforded only minimal employee rights. Providing students with pre-training opportunities may allow them to anticipate and reflect on potential challenges they could face during their internship placements. Despite having a foundational understanding of internship principles, students may still encounter numerous obstacles throughout their applied learning experience. If these difficulties are not addressed effectively, they may lead to emotional distress, such as anger, sadness, or burnout (Levine et al., 2019). Personal growth is reflected in how individuals apply acquired knowledge to navigate these challenges. According to Levine et al. (2019),

internships present various potential catalysts for personal development, and the balance between barriers and facilitators plays a significant role in determining the extent of such growth.

Wilson (2017) conducted a study assessing the experiences of criminology interns. According to the findings, interns were generally satisfied with their internship experiences. They identified the opportunity to learn from experienced professionals, gain hands-on experience, and refine their skills as the most beneficial aspects of their internships. However, some interns reported feeling overwhelmed by their workload and unsupported by their supervisors.

Similarly, Smith (2018) conducted a study examining the experiences of criminology interns. The results also indicated general satisfaction among participants. Interns appreciated the chance to gain practical knowledge and improve their competencies. Nevertheless, a few participants reported facing instances of prejudice during their internship period.

Mental and Physical Health faced by Student Intern during their Training

The role of internships in the field of criminology cannot be overstated, as they provide invaluable practical training that shapes the potential of aspiring criminologists. This study aims to assess the influence of criminology internships in enhancing the knowledge and skill development of interns (Libradilla, 2023).

During their training, student interns may experience a variety of health-related challenges, both physical and mental. Among the most common issues are stress and anxiety. Stress may stem from concerns about meeting deadlines, producing quality work, and making a positive impression on supervisors. Anxiety, on the other hand, can arise from fears of making mistakes, failing to meet expectations, and being evaluated by superiors (Wilson, 2017).

Interns may also experience social isolation, particularly if placed in unfamiliar environments away from their regular support systems. Establishing new professional relationships can take time, and interns may initially feel like outsiders, contributing to feelings of loneliness (PMC, 2024).

Depending on the nature of the internship training, students may also face physically demanding tasks or prolonged periods of inactivity, such as extended sitting, which can result in physical strain and fatigue (Dove Medical Press, 2025).

Additionally, student interns may suffer from various health concerns, both physical and mental. Common physical health issues include fatigue and headaches. Fatigue can be caused by extended work hours, high stress levels, and inadequate sleep. Headaches may result from eye strain due to prolonged computer use or reactions to headache medication (Smith, 2018).

Personal Developments Gained by Student Intern in their Training

Sadly, many students struggle to recognize and articulate the competencies and skills they have acquired during their time in college. As a result, they often fail to appreciate the value of the experiences and expertise they bring to potential employers. This challenge is compounded by the fact that students generally perceive themselves to be more proficient in certain competencies than employers rate them to be (Betlehem, 2023).

Many interns complete their internships with a clearer understanding of their strengths and areas for improvement. This heightened self-awareness often leads to increased confidence, particularly as a result of enhanced interpersonal and communication skills. Interns interact with a range of individuals—

including clients, coworkers, and supervisors—which helps them develop stronger interpersonal and communication competencies (Smith, J., 2018).

Beyond the benefits related to personal growth, interns may also acquire specific competencies and knowledge relevant to their chosen academic discipline. For instance, a criminology intern may gain expertise in report writing, interviewing techniques, and research methods. Meanwhile, a business intern might acquire knowledge in areas such as accounting, finance, or marketing (Wilson, 2017).

Internships offer students the opportunity to apply theoretical knowledge in real-world settings, which enhances their sense of self-efficacy—defined as the belief in one's ability to succeed in specific tasks or situations. Successfully managing work-related responsibilities and projects reinforces this belief in one's capabilities (Bandura, 1994).

Interns are expected to take on responsibilities, meet deadlines, and be accountable for their work. These expectations can foster personal growth, leading to increased maturity and a greater sense of responsibility. Interns are also frequently required to demonstrate initiative and self-motivation to complete their tasks. This experience often encourages them to become more proactive and self-directed (Allen, 2004).

Preparation of Student Intern in their Future Careers after their Training

Student internships serve as valuable opportunities for interns to gain experience and prepare for entry into the workforce. Through internships, student interns can acquire knowledge and develop skills directly related to their field of interest. Internships also allow interns to expand their professional networks, learn from experienced professionals, and gain practical, hands-on experience in their chosen career paths. By engaging with professionals during their internship, interns have the opportunity to connect with potential mentors and explore various career opportunities (Allen, 2004).

In addition to the benefits already mentioned, reflecting on their internship experiences can help student interns prepare for their post-training careers. Interns are encouraged to engage in introspection to assess the competencies and insights gained during their internship. One key step in this process is establishing career goals. Interns should define clear career objectives and develop a strategy to achieve them. This may include further education, acquiring additional experience, or building connections with industry professionals (Aday, 2019).

Beyond the acquisition of technical skills, success in both academic and professional environments also depends on emotional intelligence, self-awareness, effective communication, and interpersonal abilities. Navigating the complexities of college and the workplace requires a solid foundation in these areas. To support this development, the Aperture System aligns with frameworks such as the *Profile of a Graduate* (Virginia, 2018), which emphasizes the importance of 21st-century skills, character development, and social-emotional competencies. These skills are essential for students to adapt to dynamic environments, collaborate effectively, and thrive in a wide range of personal and professional contexts.

Ways to Overcome Student Internship Training

Challenging situations can result in positive outcomes, such as increased motivation and enhanced productivity (Rheinberg & Engeser, 2018). However, distressing experiences, such as anxiety, sadness, social dysfunction, and even thoughts of suicide, can arise from such discomfort (Byrne, Tang, & Qin, 2018). With the rapid pace of information development during the scientific age, human resilience has grown, but so has the demand for individuals, leading to increased stress. Stress, while an inevitable

byproduct of modern life, can also serve as a catalyst for personal growth and motivation, pushing individuals to progress more quickly. Stress impacts not only our thoughts and feelings but also our behaviors. However, excessive stress can lead to discomfort, problems, and even severe consequences for individuals.

Internships in criminology, while challenging, also present valuable learning opportunities. Among the many difficulties faced by criminology interns are the overwhelming workload, a sense of abandonment by supervisors, experiences of discrimination, and the struggle to balance their internship with academic and extracurricular commitments, as well as uncertainty about expectations (Wilson, B., 2017).

A positive attitude and genuine enthusiasm can significantly influence how interns are perceived and the opportunities they are given. It can also help them navigate setbacks and maintain motivation (Aday, 2019). Transitioning from a student to a professional is not always straightforward. As they enter the workforce, students face numerous challenges. Through applying their theoretical knowledge to a new professional environment, they must adapt to workplace dynamics. These internship programs foster students' professional development and experience, enhancing their personal skill set (Anjum, 2020).

Thus, criminology student interns provide a comprehensive overview of the field, documenting their experiences, the challenges they faced, and their personal development. The criminology department should provide a supportive environment to prepare student interns for their future careers. Furthermore, improvements in the Criminology Basic Actual Training (CIBAT) program, including enhanced training and seminars, are essential. This study should inspire criminology departments to broaden the scope of their CIBAT seminars and training sessions. Student interns should also serve as a source of inspiration to faculty, demonstrating that through such training and seminars, interns can acquire the knowledge necessary to become permanent professionals and better prepare for their future careers.

Synthesis

Criminology interns play a crucial role in the criminology department. These interns possess skills such as leadership, effectiveness, and physical fitness. However, despite being dedicated and capable, difficulties are inevitable. It is natural for challenges to arise, and it becomes the responsibility of the student intern to take proactive measures and develop effective responses to these situations.

Furthermore, these difficulties may lead to various challenges, including mental and physical health issues, stress, and depression, all of which significantly impact their daily lives. These challenges can hinder their interactions with other students and create obstacles to building positive relationships.

Despite these obstacles, criminology interns are capable of handling responsibilities and responding appropriately to the difficulties they encounter. This study serves as motivation for all criminology interns, as it highlights the challenges they face in becoming exceptional and productive individuals in their field.

3. METHODS

This chapter outlines the research methods employed throughout the study. It includes the research design utilized to explore the experiences of intern students during the Criminology Basic Actual Training (CIBAT). Additionally, it discusses the overall design of the study, including the participants, data sources, data collection procedures, analysis methods, and ethical considerations in conducting this research.

Research Design

This study employed qualitative narrative analysis. Qualitative narrative analysis is a qualitative research method that focuses on understanding the impact and context of individuals' experiences. It is also a constructive research method, recognizing that people create their own narratives about their life experiences (Polkinghorne, 2018). The researcher utilized qualitative narrative analysis to capture the experiences of criminology interns during their training, their coping mechanisms, and the motivations that drive them to be more productive and efficient. Moreover, qualitative narrative analysis is an approach that centers on the narratives of individuals and their experiences in their current lives or situations. It emphasizes the commonality of such lived experiences within a particular group. The goal of this design is to provide a description of the nature of a specific phenomenon.

Role of the Researcher

This study allowed the researcher, who was a criminology student, to enhance her skills and broaden her knowledge. The role of the researcher was to document the study for the readers and help them understand the difficulties encountered by the student interns, how they overcame those difficulties, and the personal developments they experienced. Moreover, the researcher's participation in gathering the study participants' ideas, feelings, and experiences was essential, as this is a challenging undertaking that requires asking individuals to discuss potentially very personal topics. One of the researcher's primary responsibilities was to protect participant data, such as their information and responses. Before the study could commence, measures for safeguarding participants must be clearly explained to them and approved by an expert research ethical review board. Finally, it is the researcher's duty to consult with a qualified and trustworthy qualitative researcher prior to initiating and publishing the study.

Research Participants

As narrative analysis aims to understand the impact based on the lived experiences of individuals, Tracy et al. (2020) suggest that 5-7 participants are sufficient for qualitative research, depending on various factors such as the research topic, research strategy, and available resources. Participants must be able to discuss their personal experiences and real-life situations under review, and they must meet specific criteria outlined in the study. Moreover, the participants in this research are 5-7 Criminology Interns from Ramon Magsaysay Memorial Colleges-Marbel, Inc. This study utilizes the following inclusion criteria: (1) must be a criminology student at RMMC-MI; (2) must have undergone the Criminology Basic Actual Training (CIBAT); (3) must be willing to participate in the study; (4) must be a graduating student or a student intern in the criminology department; (5) must have completed the Criminology Basic Actual Training (CIBAT). These criteria are based on the definitions provided.

Locale of the Study

This study was conducted with selected criminology intern students from Ramon Magsaysay Memorial Colleges-Marbel, Inc. The participants were intentionally chosen based on their experiences during the Criminology Basic Actual Training (CIBAT).

Ramon Magsaysay Memorial Colleges-Marbel, Inc. is a private, nonsectarian higher educational institution that has been serving the community of the SOCSKSARGEN region, the nearby provinces, and the entire Mindanao area. Now in its 60th year, RMMC continues to uphold its commitment to providing holistic education, which has been proven time and again by the vast number of graduates spread across the country and around the world. Many of these graduates have successfully entered their respective fields, with some holding significant positions in their industries.



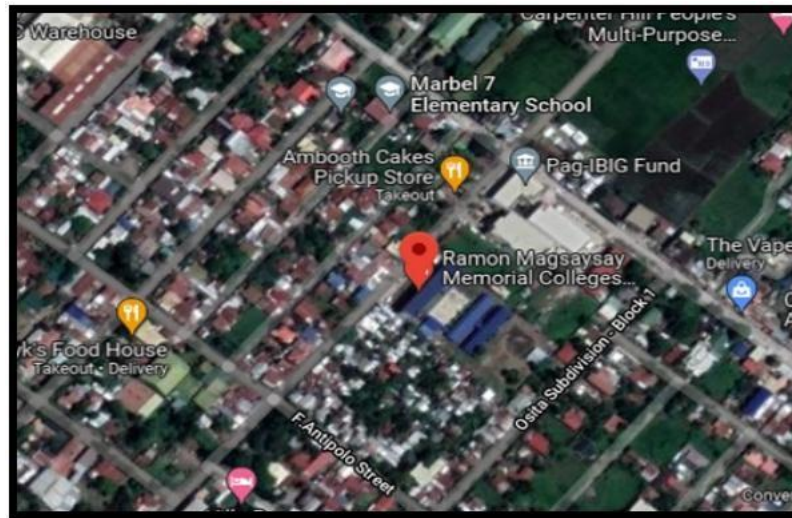


Figure 2. Map of Arellano St., Prk. Waling-waling, Barangay Zone 2,

Koronadal City Ramon Magsaysay Memorial Colleges- Marbel Incorporated

Research Instrument

The study employed a semi-structured interview guide to explore the narratives of student interns' experiences, how they overcame challenges, the insights they gained, and how they prepared for their future careers. The semi-structured interview guide served as the tool used by the interviewer during the key informant interview.

According to Adeoye-Olantunde and Olenik (2021), semi-structured interviews are the most effective method of data collection when a researcher seeks to understand the participant's unique perspective, rather than obtaining a broad understanding of a topic. Additionally, semi-structured interviews offer the opportunity to explore any relevant ideas that may arise during the interview, while still maintaining focus on the subject of interest. Qualitative researchers frequently utilize semi-structured interviews as a means to collect new data and assess participants' opinions on a particular topic (Olenik, 2021).

Data Collection

The data and information were collected through key informant interviews. These interviews consisted of three or more questions, primarily designed to inquire about the challenges faced by student interns, their insights during training, the implications of their experiences, how they handle their physical and mental health, and their preparations for future careers.

First, the researcher prepared several documents: a Permission Letter for the Instructor, an Informed Consent for the participants, and a Participant Agreement Form. Second, the researcher sought permission from the instructor to conduct interviews with the selected participants and to obtain approval for the study. Third, once the letter was approved by the instructor, the researcher printed it and kept a photocopy for reference.

Fourth, the researcher provided the participants with the Informed Consent Letter, which explained the purpose of the interview and informed them about the topics of discussion, including the challenges faced by student interns, their insights during training, the implications of their experiences, their approaches to

handling physical and mental health, and their preparations for future careers. This was followed by the Participant Agreement Form, which outlined the agreement between the participants and the researcher regarding the conduct of the interview and the transcription of the data collected.

The researcher then sent the Permission Letter to the Criminology Instructor, which outlined the agreement between the researcher and the criminology interns and their adviser, granting permission for the students to participate in the study.

Subsequently, the researcher conducted virtual interviews with the participants, recording the interviews and taking notes to guide the analysis of the data.

Finally, the researcher analyzed the data that had been gathered.

Analysis of the Data

Descriptive Qualitative Narrative Research Design was used in this study, drawing on the complementary methods for research in education proposed by Clandinin and Connelly (1990). This method is employed to understand the personal experiences of individual participants. After the interviews, the data gathered were transcribed, and all transcribed interviews were presented to the participants for validation.

Clandinin and Connelly focus on specific aspects of qualitative research, prioritizing the individual's experience and the personal realm. According to Clandinin and Connelly (2000), personal experience is best understood through storytelling, as "experience is the stories people live."

The methods outlined by Clandinin and Connelly were utilized to explore the perceptions and personal stories of the participants, focusing on how they experience the world. Narrative researchers collect stories from individuals as they retell their life experiences related to a specific topic. Participants must meet certain criteria that align with the purpose, problem, and objectives of the study. Researchers and participants collaborate throughout the research process to ensure that the story shared aligns with the research objectives.

After collecting the narrative data, researchers systematically organize it by transcribing interviews, coding, and categorizing the data. A field study will also be conducted, involving a panel of experts from the relevant professional field to review the research protocol and interview questions, ensuring they align with the purpose statement and research questions. This process revealed the narratives of challenges, coping mechanisms, and motivations for resilience within the prison setting. The emergent themes formed the basis for discussion and recommendations in the study.

Additionally, the emergent themes were referred back to the participants to validate the data.

Trustworthiness

Data will be obtained through an informative interview with the participants at a mutually convenient time. The interviews will be conducted one-on-one, face-to-face, with the interviewer and the selected participants establishing a rapport. The interviews will be recorded using a cellphone or laptop, and also manually by the researcher.

The interview will follow a specific procedure. It will begin with an introduction to the interview mechanics, focusing on the ethical issues highlighted in this study, as well as the interview methods and expected duration. The following documents will be presented to the identified participants: the Informed Consent Form, the Participant's Agreement Form, the Parent's Consent Form, and the Criminology Program Head Consent Form.

The participants' lived experiences will be categorized into the following areas: the difficulties they encountered during their Criminology Basic Actual Training (CIBAT), their insights during the training, how they managed the mental and physical challenges, and their preparations for their future careers after the training. To ensure clarity and emphasis, follow-up questions will be asked as needed.

Ethical Considerations

Ethical challenges may arise at each stage of the research process in this study. The research involves collecting and sharing data regarding the experiences of student interns undergoing Criminology Basic Actual Training (CIBAT). First, it is crucial to obtain permission for participation from the students themselves. Prior to the actual data gathering, the researcher explained the purpose of the study to the participants. The permission process included a clear explanation of what the study entails, the potential risks involved, and a confirmation of anonymity. Additionally, participants were informed that they could choose to discontinue their participation at any time without penalty. The researcher then explained that the signed form needed to be returned for the student to participate in the interviews. After the research participants were selected, the researcher met each participant individually.

Furthermore, it was made clear to the participants that the purpose of this study was not to evaluate their actions or behaviors. The interview questions were designed solely to provide a focus for participants to share their experiences during their CIBAT.

4. RESULTS

This chapter outlines the key themes that emerged from the analysis of the data collected during the focus group discussions (FGDs) conducted with the participants. The researcher meticulously transcribed the audio recordings of the FGDs, from which the most salient statements were extracted—those directly addressing the main research questions regarding the experiences of community members in adapting to the post-pandemic landscape.

Given the substantial volume of significant statements, the researcher exercised careful judgment in selecting only those that were most relevant and aligned with the study's objectives. The structure of this chapter is organized around the dominant themes that provided the most insightful and comprehensive responses to the research questions.

A. What are the most significant challenges that student interns face during their Criminology Basic Actual Training or (CIBAT)?

Table 1. Presents the primary challenges of student interns during CIBAT.

Clustered Themes	Formulated Meanings
1.1 Constant Testing	<ul style="list-style-type: none"> • Being tested physically and mentally during training through training; • Lot of difficulty in food, area for sleeping, and other basic needs that would affect performance; • Need to be prepared especially in mental and physical challenges as this is being done every day;
1.2 Constant Challenges	<ul style="list-style-type: none"> • A lot of CIBAT challenges mentally and physically during training;
1.3 Difficulty in Leadership	<ul style="list-style-type: none"> • Difficulty in handling mates as being a unified and how they should follow;
1.4 Out from Familiar Territory	<ul style="list-style-type: none"> • Being able to experience things outside the comfort zone; • Not used to the new schedule like the time of eating, taking a bath, and others;

1.1 Constant Testing

Student interns are motivated by a strong sense of duty and responsibility towards their goals, which helps them stay engaged with the material, identify areas needing improvement, and practice more effectively in their chosen fields (Bangert-Drowns et al., 1991). Their motivation is often driven by compassion and sacrifices. Most of the participants shared their thoughts and challenges during their training. SJJ, MVA, and MKL reported similar reasons for the challenges they faced during their training.

Gina challenge ka physically kag gina challenge ka mentally. Gina masimasi mo every day, tapos gina challenge imoha nga pagka physically fit, gina masi-masi mo every day, naay ginatawag nga dili man siya sakit gyud pero ginasakit mo para i-challenge imohang pang lawas. Ikaduha, gina challenge mo mentally, gina, saywar, naay ginatawag na psychological welfare tapos kanang wala kay tarong tulog para ma challenge imohang ahhh, pangutok kung asa ka taman (SJJ 4-11)

(It will challenge you physically and mentally. Every day will have the exercises to test if you're physically fit, they will hurt you to test your physical strength. Second, it will test you mentally they will give you hurtful words and have a psychological welfare. And also, you don't have enough sleep to test your mental health.)

Another participant shared her challenges during their training.

Siguro ang first thing nga naagyan ko sa CIBAT is sang narealize ko nga layo nako sa balay, and na realize ko nga wala nako sa comfort zone ko ... (MVAI 4-5)

(The first thing that I encountered during our CIBAT is when the time that I realized that I am no longer at home and I realized that I'm out of my comfort zone.)

In addition, student interns are not only challenged by physical exercises but also in how they handle the tiredness and drowsiness. MKL shares that she experiences tiredness and drowsiness during their training. *So, on my part ang pinakahirap siguro maliban sa exercises or ipagawa sainyo, siguro is yung labanan ng antok. Kasi kahit yung training namen is uwian before 3am dapat naka form na kayo, ready na ang mga banner per teams tsaka dapat kompleto ang members ... (MKLI 8-10)*

(So, on my part the most challenging other than the exercises or having you do it, maybe it's the battle with drowsiness. Because, even if our training is going home, we need to be there before 3am because we need to form and make sure to complete our teams with our designated banners.)

1.2 Constant Challenges

Facing and overcoming constant challenges can build resilience—the ability to bounce back from setbacks and adapt to difficult situations. This is because overcoming challenges strengthens coping mechanisms and fosters a sense of self-efficacy, which is the belief in one's ability to succeed (Masten, A. S., 2001). SJA shared his challenges during his training.

Ahh challenges kag ginatawag man nga training. So syempre layo ka na sa family mo ahhh, kay ti sato nga time sa school man to, tapos dapat kaagahon didto kana amuto wala nako di gapuli di sa balay, sa classmate ko didto ko ginapatulog sa classmates ko tapos ga aspire kaman nga officers amuna nga syempre dawaton mo gid tanan nga pangabudlay... (SJA/ 7-11)

(Challenge called because it is a training, so of course you are far away from your family, because that time it was in school so I couldn't go home that's why I need to sleep at my classmate's house. And I aspire as an officer, so I need to accept everything even if it's hard.)

Another participant shared her challenges during training.

Siguro sa mga simply nga mga bagay for example is tulugan, kaunon, ahhm, ning mga basic nga amo sina kumbaga sa, saano is basic lang siya pero dako nga impact saimo, kung paano ka maka perform sa adlaw-adlaw mo ... (MVAI 12-15)

(Maybe in simple things like where to sleep and what to eat. Maybe it's basic for others but it has a big impact for me on how I perform every day.)

With these, it shows that whatever the circumstances or struggles that the student interns faced, it is not a hindrance to them.

1.3 Difficulty in Leadership

Keeping team members engaged and motivated is an ongoing challenge. Leaders must create a positive work environment, recognize achievements, and foster a sense of purpose within their teams (Kuva, B., & Folger, R., 1993). Effective student leaders bridge this gap through relatable leadership. They earn trust and respect by demonstrating expertise and a desire to grow alongside their colleagues.

Kung paano i-handle ang mga mates mo, syempre parehas lang kamo isa lang kamo ka batch, ikaw as team leader ka or as ga aspire nga maging officer intern officer syempre dapat kailangan mo maging ano pakita mo saila kung pa paano ka sundon, paano ka nila patihon as advance, kag bal-an man nila syempre as Intern Officer mas advantage kag damo ka nabal-an kesa saila kay syempre selected kamo sina (SJAI 16-21)

(How to handle your mates, because of course you're all the same and you're just in one batch. You, as a leader or as an aspiring intern officer you need to show them how to follow you, how can they follow you as one of the advances, and of course they know that as an Intern Officer you have advantages and you know a lot more than them.)

In addition, effective leadership is the cornerstone of successful training. By recognizing the challenges that leadership difficulties can create and implementing strategies to mitigate them, organizations can ensure a positive learning experience for trainees, maximize the return on their training investment, and ultimately achieve their desired outcomes. Leaders play a crucial role in motivating trainees and fostering a positive learning environment. Difficulties such as a lack of encouragement, impatience with mistakes, or an overly critical approach can erode trainee motivation and confidence (Salas, E., Cooke, N. J., & Bell, S. T., 2001).

1.2 Out from Familiar Territory

Stepping away from the familiar forces us to learn new things, adapt to new situations, and acquire new abilities. This process of navigation and adaptation can result in tremendous personal growth and an elevated sense of confidence in one's abilities (Dweck, C. S., 2006). Interns need to navigate new situations, solve problems independently, and take initiative. This fosters a sense of responsibility and builds confidence. MVA and MJD expressed how they handled the unfamiliar challenges they faced during their training.

Ahmm, nga maka experience gid ko sang mga kumbaga unfamiliarity's na ahmm, bagay bagay na unusual saakon on my daily basis (MVAI 6-7)

(Ahmm, like I experience things that unfamiliar to me, ahm, like things that unusual to me on my daily basis.)

Additionally, our familiar routines can create a narrow view of the world. Venturing out exposes us to different cultures, ideas, and ways of life. This broadens our perspective, fosters empathy, and challenges our assumptions about the world.

Ahh, challenges ng ano, ng, ng challenges saakoa is kanang, dili ko sanay kulang akong kaon, like di on-time ang kaon tapos ng hindi maka ligo, na ano abi ng maka ligo ka diri didto hindi kana makaligo, ahhm, ng mga ing-ana, pero sa ano, sa training okay lang man saakoa makaya lang man.

(Ahh, challenges are, the challenges for me is the, like I'm not used to not having enough food, like I can't eat on time and I can't take a shower. It's because if you can take a shower here, but in the training you can't. Ahhm, but in during the training it's okay for me and I can handle it.)

Unfamiliar situations require us to think on our feet and solve problems in new ways. This constant challenge hones our problem-solving skills and equips us to navigate future difficulties with greater ease. Interns learn to adjust to new environments, cultures, and people (Baer, J., 2002).

Overall, the impact of being in unfamiliar territory depends on the individual and the support system in place. A positive and encouraging work environment, with clear communication and opportunities for mentorship, can significantly mitigate the negative effects and maximize the learning potential of the internship.

B. How do student interns cope with the physical and mental demands of CIBAT?

Table 2. Presents the coping mechanism of student intern in physical and mental demands.

Clustered Themes	Formulated Meanings
2.1 Proper Conditioning	<ul style="list-style-type: none"> • Need to be in proper conditioning by jogging every day;
	<ul style="list-style-type: none"> • Body and mind should be ready for the training; • Sharing the mindset among batchmates to be in proper condition by jogging and by being prepared; • Eating the Right food and Gaining the needed weight before training;
2.2 Right Mindset	<ul style="list-style-type: none"> • Rebooting for Success Mental & Physical Resets During Internship Training
2.3 The Power of Prayer	<ul style="list-style-type: none"> • Praying that after the training everything is okay;
2.4 Finding Relaxation	<ul style="list-style-type: none"> • Rejuvenation and Focus, Exercise as Body and Mind Reset

2.1 Proper Conditioning

In proper conditioning, it strengthens not only the primary muscles used in your activity but also the supporting muscles that provide stability. This helps prevent imbalances and reduces the risk of overuse injuries. Conditioning, both physical and mental, promotes the ability to adjust to new situations and challenges. This is crucial for interns encountering new processes, work styles, and unexpected situations (Rothwell, W. J., 2016). SJJ, SJA, and MJD share their experiences on how they cope with the physical and mental demands during their training.

Una kay is bago mag CIBAT, bago mag, bago mi mag undergo sa CIBAT nag pa kondisyon nako daan. like months before the CIBAT gapa kondisyon nako, ga jogging, ga exercise na para kondisyon ka bago pa mag start ang CIBAT (SJJl 16-19)

(First is, before the CIBAT, before we undergo CIBAT I have already conditioned myself. Like, months before the CIBAT I already conditioned myself, I jog, I do exercises to make myself prepared before the start of CIBAT.)

Additionally, depending on the internship, consider engaging in light to moderate exercise, such as jogging or walking. This can improve stamina, especially if the internship requires physical activity (Dweck, C. S., 2006).

The world of internships can be both exciting and intimidating for student interns. Stepping into a new professional environment often involves a steep learning curve, demanding new skills and adapting to unfamiliar routines. While intellectual preparation is crucial, neglecting the body's readiness can hinder an intern's experience. Pre-training conditioning, tailored to the specific demands of the internship, offers a range of benefits that can empower student interns to hit the ground running.

Sa physical kag sa mental health ko syempre ang pinaka una gid da ahhh, is bago mag training dapat naka prepared kagid, prepare mo lawas mo kag mindset mo. Nga dapat pag ara ka sa sulod sa aahh kumbaga kung ara ka sa training dapat labaan mo gid pasensya mo, tapos bago mag training prepare gid ahhh, jogging, exercise, push-up, portante gid ng push-up kag ng jogging... (SJAl 29-35).

(In physical and mental health, first is that before the training you need to prepare, prepare your body and mind. Think that you're inside ahh that you're inside the training, you need to be patient and before the training you should prepare such as jogging, exercises and push-up, push-up and jogging are very important.)

One key benefit is enhanced cognitive function, which suggests that conditioning programs, particularly those incorporating physical activity, improve blood flow to the brain, leading to better focus, memory, and overall cognitive function. This translates into a sharper mind for absorbing information during training sessions and stronger performance in assigned tasks. An intern who has prepared their body beforehand is better equipped to learn new processes, retain information, and grasp complex concepts quickly (Erickson et al., 2014).

Furthermore, pre-training conditioning can cultivate a sense of adaptability, a crucial skill for navigating the demands of the workplace. Proper conditioning emphasizes the importance of transferring learning from training to the workplace, which often requires adjusting to new situations and challenges. Conditioning programs, both physical and mental (e.g., meditation), can enhance an intern's ability to adapt to new work styles, unexpected situations, and the inevitable learning curve (Rothwell, 2016).

Amo lang na ginahagad ko mga mates ko, kay syempre gusto ko kami maka survive kami tanan sa training, nahagad ko mga mates ko sila Andrew sila Demaala tanan nga kung sino gusto mag sabay, kay sa gc palang namon bago mag start ang ano ahhh, ginapanghambalan ko na daan sila nga prepare gid kami bago mag training amuna nga maghimo mag exercise kami jogging, tanan kami pakusog kami tanan ... (SJA1 48-53)

(Because of that, I asked my classmates because I want us to survive during the training, I asked my classmate, Andrew, Demaala and everyone who wants to join. Because in our group chat before starting ahhh, I tell them already that we need to prepare before the training, that we need to exercise like jogging so that we can all be stronger.)

The internship represents a gateway to professional experience. However, within this gateway lies a potential hurdle: the training session. Surrounded by fellow classmates and navigating proper conditioning while facing the pressure to perform can be daunting. Nevertheless, by embracing thorough preparation, you can not only survive the training but thrive alongside your classmates, emerging with valuable skills and a solid foundation for your internship journey.

Additionally, before the training begins, consider reaching out to your fellow interns. Connect through online forums, social media groups, or even arrange a casual meet-up. Building rapport beforehand fosters a sense of camaraderie, creating a more supportive environment in which you can learn from and collaborate with each other during the training (Frymier, A. B., & Sedlacek, W. E., 1991).

Before ko nag lakat, kaon jud kog banat, tapos ahh kanang wala man koy saktong tulog kay 4th year man ano lang kaon lang gyud daghan kay para pag abot didto dugangan ang kilo kay ahh, gamay daan akong kilo 49 lang ko sito

(Before I go, I eat a lot ahh and then, I don't get enough sleep because I'm a 4th year college, I just eat a lot so that if I'm inside the training camp I can gain weight because my weight is just 49.)

The primary reason to eat before a training camp is to provide the body with the necessary fuel. Muscles rely on glycogen, stored carbohydrates, for energy during exercise. When glycogen stores are depleted, fatigue sets in quickly, hindering athletic performance. A pre-camp meal rich in complex carbohydrates, such as whole grains, fruits, and vegetables, provides sustained energy release, allowing for more intense and prolonged training sessions.

Additionally, beyond physical performance, a pre-camp meal also impacts mental clarity and focus. Studies show that skipping meals can negatively affect cognitive function, leading to decreased

concentration, slower reaction times, and difficulty making sound decisions. Fueling the body with carbohydrates ensures the brain has the energy it needs to stay sharp throughout intense training sessions. This is particularly important in training camps where assimilating new information and learning new techniques are often key components (Chickering, A. W., & Gamson, Z. F., 1987).

Entering a training session with proper preparation is akin to stepping into battle with a well-honed weapon. You are equipped not only to navigate the challenges but also to excel alongside your fellow student interns. Through proactive preparation, you pave the way for a successful training experience, fostering valuable skills, newfound confidence, and a strong foundation for your internship journey. Remember, a little preparation goes a long way in transforming a potential hurdle into a springboard for success.

2.2 Right Mindset

Training is not just about acquiring specific skills; it is about fostering a love for continuous learning. Shifting the focus from achieving perfection to embracing and learning from mistakes cultivates a growth mindset. This mindset allows individuals to approach challenges with curiosity and a willingness to experiment, thereby maximizing their learning potential (Dweck, C. S., 2006). Training sessions often involve challenging tasks or unfamiliar concepts. Instead of viewing these as obstacles, one should embrace them as opportunities to step outside of their comfort zone and expand their knowledge base. This proactive approach fuels personal growth and promotes deeper learning. MVA shares her experiences of how she handled the physical and mental demands during training with a proper mindset.

Ahh, ang strategy ko is i-reset ko gid ang sarili ko, mentally gin set ko siya na I'm not a Civilian anymore, na ano na siya this is also for myself na para ni siya, kumbaga pag pasok ko sa service hindi na siya ng ang typical lang nga pahayahay, syempre may mga adjustments na gi set ko talaga, mentally and physically (MVA 24-28)

(Ahh, my strategy is I reset myself, Mentally I set in myself that I'm not a civilian anymore, that this is also for myself that when I enter into service it's not the typical situation, and also, I have adjustments mentally and physically.)

The world of internships is dynamic. Cultivating a flexible and adaptable mindset allows individuals to adjust to unforeseen situations and learn effectively in different learning environments (Carol, S., 2009). Additionally, long training sessions can be demanding. Maintaining motivation by setting realistic goals, focusing on intrinsic rewards, and connecting the training content to career aspirations can help you stay on track and persevere.

The intern training period is a transformative experience. By cultivating the right mindset, embracing a growth approach, fostering collaboration, and building resilience, you can navigate challenges, maximize learning, and emerge with not only valuable skills but also a network of supportive peers. Remember, with the right mental compass, your internship journey has the potential to be an enriching and rewarding adventure.

2.3 The Power of Prayer

Prayer can be a form of meditation, allowing individuals to focus on something greater than themselves and momentarily detach from anxieties. This can lead to a sense of calm and inner peace, promoting better focus and learning during training (Richards, P. S., & Noland, H., 2008). Prayer can also serve as a source of strength and encouragement. Believing in a higher power and expressing aspirations through prayer can instill a sense of hope and determination, motivating interns to persevere through challenges during training. MKL shares how she handles everything through prayer.

Tsaka ano lang din mental health mo mag pray ka lang, pray ka nga pagka bukas okay kapa, Ahhm, na hindi kapa loka-loka ganun. (MKLI 29-30)

(Also, in mental health, you just pray, you pray that tomorrow you're not crazy.)

Prayer can encourage interns to reflect on their blessings, including the opportunity to participate in the internship program. This sense of gratitude can foster a positive attitude and a willingness to learn and contribute (Krause, N., 2002).

Additionally, the unknown can be intimidating. For interns facing a new training program, faith can offer a sense of security and comfort. Belief in a higher power and the promise of guidance allows interns to face training challenges with courage and a positive mindset.

Training sessions are not without their hurdles. Setbacks and mistakes are inevitable. Faith can foster resilience by reminding interns of their inherent worth and offering the strength to persevere through challenges and bounce back from failures (Deci, E. L., & Ryan, R. M., 2000).

Training periods can be long and demanding. Faith can serve as a source of internal motivation, reminding interns of their purpose and the ultimate goals they hope to achieve through the internship. This intrinsic motivation fosters a commitment to learning and helps interns stay focused throughout the training program (Diener, E., & Jang, Y., 2015).

Faith can also encourage empathy, compassion, and respect for others. Interns who hold these values can foster positive and collaborative relationships with trainers, supervisors, and fellow interns, enriching the overall training experience for everyone involved.

2.4 Finding Relaxation

The internship beckons, a gateway to professional experience. However, the initial euphoria can quickly be replaced by stress. Long training sessions and the pressure to perform can leave student interns feeling overwhelmed. Fortunately, the oasis of relaxation is within reach (Warburton, D. E., Nicol, C. W., & Spanier, P. S., 2006). Mindfulness practices, such as meditation, can be powerful tools for managing stress during training. Taking a few minutes to focus on one's breath and quiet the mind can reduce anxiety, improve focus, and promote better emotional regulation. MKL shares how she controls and relaxes her mind during training.

In reality, wala naman akong masyado ginagawa kasi, pagdating mo sa bahay pagod na yung katawan mo, pagod na din yung isip mo, kasi sa antok, pamaol, dapat ano lang relax, i-relax mo lang yung isip mo tsaka wagka masyado mag overthink, tsaka pag dating sa bahay relax mo lang ang katawan mo, konting inat-inat, wag ka mag ano ... (MKLI 33-37)

(In reality, I don't do much because, when you come home, your body is tired, your mind is tired too, because you are sleepy, sleepy, you should just relax, just relax your mind and don't overthink too much, besides When you get home, just relax your body, stretch a little, don't do anything.)

Deep breathing exercises can be practiced anywhere, at any time. Focusing on slow, deep breaths activates the parasympathetic nervous system, promoting relaxation and emotional balance (Warburton, D. E., Nicol, C. W., & Spanier, P. S., 2006).

Additionally, maintaining a healthy work-life balance is crucial during a demanding training program. Setting clear boundaries between work and personal time allows interns to disconnect from training and prioritize relaxation activities (Byron, K., 2005).

Finding relaxation during training is not a luxury; it is a necessity. By incorporating stress-reducing habits, such as mindfulness practices, physical activity, and creating a relaxing personal space, student interns can manage stress, optimize their learning potential, and emerge from training feeling refreshed and ready to tackle professional challenges. Remember, a little self-care goes a long way in ensuring a successful and fulfilling internship experience.

C. What do student interns learn about themselves and about criminology during CIBAT?

Table 3. Presents how student interns learn about themselves.

Clustered Themes	Formulated Meanings
3.1 Handling Pressure	<ul style="list-style-type: none"> • Effective Strategies for Handling Pressure during Internship Training.
3.2 Gaining Relevant Knowledge	<ul style="list-style-type: none"> • Unexpected Territory: Learning Military Tactics During Internship Training • Effective Strategies for basic training, survival and rescue During Internship Training • Learning to Lead as a Uniform Professional During Internship Training • Head Start on Success Leveraging Existing Knowledge During Internship Training

3.3 Building your Foundation	<ul style="list-style-type: none"> • Learning and Development for Internship Success
3.4 Valuing Time	<ul style="list-style-type: none"> • Thinking on Your Feet Mastering Quick Decisions and Adjustments During Internship Training
3.5 Establishing Unity and Camaraderie	<ul style="list-style-type: none"> • Growth Through Challenge - Building Discipline, Responsibility, and Camaraderie in Training • Finding Strength Through Shared Experience Singing in the Rain as Trainees

3.1 Handling Pressure

Pressure can sharpen focus and heighten awareness. Channel this heightened state into actively listening during training sessions, taking detailed notes, and engaging in focused discussions. This intentional focus maximizes learning and allows interns to extract the most value from the training program (Yerkes, R. M., & Dodson, J. D. 1908). Training sessions often involve challenging tasks and complex concepts. View these challenges as opportunities to step outside your comfort zone and build resilience. SJJ shares his experiences on how he handles the pressure during the training.

Ahhh, paano nimo ihandle ang situation especially kapag pressured naka, kung paano nimo ihandle na siya ... (SJJ 28-30)

(Ahh, how to handle the situation especially if you're pressured, if how you can handle that.)

Pressure can be a powerful motivator. The knowledge that the training program is crucial for success in the internship can propel interns to dedicate themselves fully to learning and developing the required skills (Yerkes, R. M., & Dodson, J. D. 1908).

Additionally, High-pressure environments can sometimes foster a sense of competition among interns. Instead, channel this energy into collaboration. Sharing knowledge, forming study groups, and offering peer support creates a more positive learning environment and allows interns to learn from each other's strengths (Bandura, A. 1997).

3.2 Gaining Relevant Knowledge

The internship beckons, a gateway not just to professional experience, but to acquiring valuable knowledge. While training sessions are a crucial part of the learning process, the real world of the internship offers a wealth of opportunities to gain relevant knowledge that goes beyond textbooks (Schank, R. C. 1995). This active engagement fosters deeper understanding and allows you to grasp the practical

applications of the concepts being taught. SJJ, SJA, MVA and MJD shares how they gain relevant knowledge during training.

Like mga military tactics, ganyan mga military tactics, military trainings, especially tung mga ginahimo sa ahhh training sa mga ahh for example armies, police, so mao to among gihimo during CIBAT so naa nakoy ground daan tungod atong gihimo sa trainings center so pagkatapos saamong CIBAT so naa miy ahhh alam, naa namiy alam mag kung unsa ba ang ginahimo sa sulod sa training center ... (SJJl 37-43)

(Like, Military Tactics, Military Trainings especially those things for examples in armies, police, so that's what we do during CIBAT. And because of that, I already have a background in what is being done at the training center.)

Depending on the internship specialization, interns might participate in additional training courses focused on specific tactics relevant to their field, such as search and rescue techniques for emergency service internships (Burke, R. J. 2003).

Additionally, Military and service organizations often assign mentors to interns. Shadowing experienced personnel allows interns to observe tactical decision-making in real-world scenarios and gain valuable insights into operational procedures (Klein, G. 1998).

ahhh, damo man matun-an didto like mga lesson learned nga makuha didto Ahmm syempre didto hindi man siling nga puros training lang tanan may gina lecture man sainyo ginatudluan kamo paano ang survival ahhh, tudluan sa ano sa rescue, mga amo sina ahhh, basic training kag ahh basic knowledge ahh regarding sa tri-bureau amo lang na. (SJA1 61-67)

(Of course, there, it's not all just training, there are also lectures that will teach you how to survive, you will be taught how to rescue like that, basic training and basic knowledge regarding in tri-bureau.)

The allure of an internship in rescue or survival beckons – a chance to glimpse the world of first responders and outdoor adventurers. But beyond the thrill, these internships offer invaluable training in essential rescue and survival skills. This essay explores how student interns can leverage their internship experience to gain knowledge and practical skills that could one day save a life.

Additionally, many organizations pair interns with experienced SAR personnel or survival instructors. Shadowing these mentors allows interns to witness first-hand how theoretical principles are translated into practical action during rescue missions or survival situations (Burke, R. J. 2003).

Internships in rescue or survival are not just about acquiring practical skills. They are transformative experiences that build confidence, resilience, and a willingness to help others. By actively participating in training, embracing challenges, and learning from experienced professionals, student interns gain invaluable knowledge and skills that could one day make a critical difference in a life-or-death situation. Remember, the lessons learned during these internships can extend far beyond the field, equipping you with the skills and mindset to navigate challenges in any aspect of life.

Ahh natun-an ko ahmm kung paano mag kung paano mag hulag, kung paano mangabuhi sa tanan nga ano to be a man in uniform, men and women in uniform (MVAI 43-45)

(Ahh, I learned is on how to move, how to be in man in uniform, men and women in uniform.)

Service training often begins with core skills relevant to the specific field. This might involve learning CPR and first aid for healthcare interns, or crisis intervention techniques for social work interns. Actively participate in these sessions and strive to understand the rationale behind each skill (Miles, J. C., & Brunsdon, A. 2002).

Service training goes beyond memorizing procedures. By actively participating in learning opportunities, seeking out real-world experiences, and cultivating essential skills, student interns can transform their service internship into a knowledge-rich journey. This foundation will equip them for a fulfilling career in service, enabling them to make a positive impact on a personal and professional level.

Ang natun-an ko ano, ahhhh,ng, interns sa physical , sa mga trainings kumbaga may ara nako advance knowledge abi halimbawa mag sulod ko sa tribureau, kumbaga sa training, may ara kana advance knowledge kung ano ang himuon didto sa sulod, like may mga tung ginatudlo saimoha, kumbaga amuto akon natun-an. Advance knowledge interns sa pagsulod sa tri-bureau ... (MJDI 24-29)

(I learned interns of physical, in trainings in short, I have advance knowledge for example if you enter in Tri-Bureau in terms of training, I already have advance knowledge if what will do inside the training camp, like what they teach during training.)

The allure of military and police service beckons many a chance to serve their country, uphold the law, and make a difference. But beyond the initial excitement, internships in these fields offer a unique learning opportunity.

Internships begin with foundational knowledge specific to the chosen field. Military interns might delve into combat tactics and military law, while police interns might explore criminal justice procedures and constitutional rights. Active participation in these sessions is crucial for building a strong foundation (Dela Cruz 2017, June).

Additionally, both military and police service demand physical and mental resilience. Internships incorporate rigorous physical training and often utilize mental conditioning exercises, preparing interns for the demands of the job.

3.3 Building your Foundation

The internship a stepping stone between the theoretical world of academia and the practical world of work. While gaining experience is crucial, a successful internship hinges on building a strong foundation of knowledge. This essay explores strategies for student interns to maximize their learning during training and set themselves up for success (Michaelsen, L. K., & Sweet, D. W. 2000). SJA shares how he build his foundation during training.

So wala man sang siling nga common nga gakatabo during training kay daw tanan ginahimo man para ma build kag damo kami matun-an kay syempre ahh para ma-apply mo during intern, internship mona. amuna nga damo damo gid gina tudlo didto ng may matun-an ka ahh physical, mental, emotional, tanan2 gina tudlo didto para aahhh, ma build ka as intern amuna... (SJA1 71-76)

(So nothing is said to be common that happens during training because everything seems to be done to build you up, so that you can learn something, so that you can also apply when you become an intern, you can learn in terms of physical, mental, emotional, everything will be taught to you to build you as an intern.)

Internships are not always linear. Adapt your knowledge to fit unexpected situations and demonstrate initiative by proposing innovative approaches based on your training.

Additionally, Internship training isn't just about absorbing information. It's about becoming an active participant in the knowledge economy. By proactively seeking opportunities, adapting to real-world scenarios, and effectively communicating your contributions, student interns can transform their acquired knowledge into impactful results. This not only benefits the internship experience but also equips them with the confidence and skills to excel in their future careers. The knowledge gained during training is not a destination, but a springboard for a journey of continuous learning and application, where theory becomes a powerful tool for making a positive difference.

3.4 Valuing Time

In the fast-paced world of internships, time is a precious commodity. But valuing your time isn't just about efficiency; it's about maximizing your learning potential. This essay explores strategies for student interns to make the most of their training time, ensuring they extract the greatest knowledge and value from their internship experience (Burke, R.J. 2003). At the outset, grasp the overall goals of the training program. Knowing what you're aiming to achieve allows you to prioritize learning activities and manage your time effectively. MVA shares how she handles and value her time during training.

Siguro ano, to be on-time kasi ang pagiging on-time mo kumbaga in-rush ka palagi, na lahat ng ginagawa mo is, kumbaga quick-decision making bala haw, amo gid to nakatabang saakon kay you have ten seconds to kumbaga to ano eh to perform or to basta to do things bala haw you have ten seconds and hindi siya ten seconds na 1-2, kundi 1,2,3, like quick thinking gid haw ... (MVA1 48-52)

(Maybe is to be on time, because it seems that being on time is in a rush that all you do is on quick-decision making, that's one of the reasons that helped me, like you have ten seconds to perform or to do things, and it's not the normal counting like 1-2 but in 1,2,3 like in quick tinkling)

For student interns, time is a precious resource. Juggling coursework, internship responsibilities, and personal life demands careful time management. But within the internship itself, valuing your time goes beyond simple efficiency it's about maximizing your learning potential during training (Baumeister, R. F., & Vohs, K. D. 2007).

Valuing time during internship training isn't just about ticking boxes; it's about transforming every minute into a learning opportunity. By actively participating, managing distractions, and seeking additional

learning avenues, student interns can convert their training experience into a springboard for professional success. Remember, time is not your enemy – it's your ally in maximizing your learning potential and becoming a valuable asset within your internship and beyond.

3.5 Establishing Unity and Camaraderie

Training as a student intern can be a daunting experience. Navigating a new environment, absorbing information, and proving your worth can feel isolating. However, fostering unity and camaraderie among fellow interns can significantly enhance the experience. A supportive and collaborative environment not only improves well-being but also amplifies learning and professional development. Here are some strategies to establish unity and camaraderie during student intern training (Myers, D. 1986). MKL shares how she establish unity and camaraderie during her training.

Kung ano kadamo ang challenges sa training, ganun din ang learnings sobra pa siguro, I think mas naging disciplined ako, at mas na feel ko ang responsibilities ko lalo na at, Ahhm, I'm one of the aspirants or aspiring intern officers ako, iba kasi ang turing lalo na sa training sa mga aspirants kasi sila yung ahhh, pag pipilian kung sino yung mga Criminology Intern Officers, also, mas nakilala ko ang mga personalities sang mga co-interns ko while training ahhm, at the same time mas nag boost amon nga bonding and camaraderie... (MKLl 59-66)

(As many challenges as there are in training, there are also many learnings, I think because of these I became more disciplined, I feel may responsibilities as one of the aspiring officers in interns. Because the treatment is different especially in the training for the aspirants because they are the ahhh, when choosing who are the Criminology Intern Officers, also, I got to know the personalities of my cointerns better during training ahhm, at the same time more we boosted bonding and camaraderie.)

The first day of an internship can be daunting. Stepping into a new environment, unfamiliar faces, and a whirlwind of information can leave any student feeling isolated. However, within this shared experience lies a unique opportunity. Internship training programs can become fertile ground for student interns to forge a sense of unity and camaraderie, fostering not only professional development but also lasting connections (Marks, S. L., Mathieu, J. E., & Zaccaro, S. J. 2001).

One key driver of this bond is the shared sense of challenge. Training programs often push interns outside their comfort zones, presenting complex tasks and new concepts. Studies have shown that overcoming challenges together fosters a sense of "shared fate". Navigating these hurdles as a team, supporting one another through confusion and celebrating breakthroughs, creates a powerful sense of unity.

I think ang common nga natabo during CIBAT training nga mas naging matatag ko bilang Intern is, while ga sing kami, ga kanta kami sang amon batch song, kasi gakanta kami sang amon, ginapakanta kami sang amon batch song kung ahmm may mga buddy's kami nga nabudlayan or like init-init na tapos makita kami sang mga AI or sang mga Instructors nga nabudlayan na kami, ginapakanta kami sang batch song para ma enhance ang amon nga ahhh morale ang amon nga mood, also mas narealize ko pagid ahhm, tung nag kanta kami sang batch song habang ga ulan, kanta kami didto ko gid na feel, na feel ang pain, ang desperation, ang sacrifices and also... (MKLl 70-78)

(I think the most common that happened during CIBAT training is that I became more stable as intern, while singing, singing of our batch song, we're singing the batch song, if I have the buddy or mates that struggling because of heat, and then if our AI's or the Instructors see us struggling, they make us sing the batch song with us to raise our morale and moods. And also, I realize when it was raining, we sang our batch songs and because of that I feel all the pain, desperation and sacrifices.)

The gleaming brochure promised an internship filled with cutting-edge learning and exciting projects. Yet, the reality for many student interns can be a baptism by fire a period of intense training marked by pain and desperation. While these emotions are rarely depicted in the glossy world of career opportunities, acknowledging their presence is crucial to understanding the true transformative power of internship training (Gibson, C. B. 2004).

Additionally, Desperation, too, can rear its head during training. The workload can be demanding, deadlines looming large. Interns, eager to prove themselves, may find themselves pushing their limits, sacrificing sleep and personal time to meet expectations.

However, these very experiences, though unpleasant, can be powerful catalysts for growth. As Brené Brown argues in her work on vulnerability, discomfort is a necessary precursor to courage and resilience. The pain of inadequacy compels interns to seek out knowledge, to ask questions, and to step outside their comfort zones. This pursuit of understanding fosters intellectual growth and a deeper commitment to their field.

Internship training is not always sunshine and rainbows. It is a crucible where student interns confront pain and desperation. However, by acknowledging these emotions and seeking support, interns can transform them into powerful motivators for growth. The resilience forged in the fires of training equips interns not only with professional skills but also with the emotional strength to navigate the challenges of their future careers.

D. How does CIBAT prepare student interns for their future careers in

Criminology?

Table 4. Presents the preparations of student interns.

Clustered Themes	Formulated Meanings
4.1 Bridging the Present and Future	<ul style="list-style-type: none"> • Building Your Bridge to Service Leveraging Internship Training for a Fulfilling Career • Having the right idea as to what the actual work feels like; • Being a leader someday, it prepares one through training;

4.2 Constant Readiness	<ul style="list-style-type: none"> • Preparation like jogging push-ups and others; • Learning the right discipline and not be surprised on what the new culture is in the future;
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4.1 Bridging the Present and Future

The ideal internship program bridges the gap between a student's academic foundation and the ever-evolving needs of the professional world. While training equips interns with core skills, it also plays a crucial role in preparing them for a future filled with unforeseen advancements and industry disruptions. This forwardthinking approach not only benefits interns but also ensures organizations remain competitive in a dynamic landscape (DeHaan, P. J. 2009). One key strategy for bridging the present and future lies in fostering a culture of continuous learning. Internship programs that go beyond simply imparting established knowledge can equip interns with the tools and mindset to become lifelong learners. SJJ, MVA and MKL shares the bridging of the present and the future.

Nakabulig ang CIBAT kay naa namiy background daan, naa namiy ahh knowledge kung unsa man to among ahh kung musulod man mi sa service, especially sa tri-bureau, or sa ahmm, military naa namiy background sa kung unsa ang kalakaran sa sulod sa training center so dako gid siya nga bulig saamoa, ahh, especially saakoa, naa koy plano nga musulod sa service, so naa siyay edge, naa miy edge, labi na tung ga undergo sa CIBAT naa miy edge especially sa trainings naa nami knowledge daan ... (SJJl 46-52)

(CIBAT helped because we already have the background and knowledge if we enter the service especially in tri-bureau or in military. We already have the knowledge if what's happening inside the training center. It's a big help for us especially in me, because I have plans in entering to service so I have the knowledge. Especially those who undergo CIBAT.)

One crucial element in building this bridge is a focus on transferable skills. Internship programs should go beyond simply teaching job-specific tasks and instead emphasize fundamental skills like critical thinking, problem-solving, and effective communication. These skills remain relevant across industries and technological shifts, ensuring interns have a strong foundation to adapt to future disruptions. This adaptability is critical in a world where automation and artificial intelligence are rapidly transforming work environments (Manyika, J., Chui, M., & Osborne, M. 2017).

Effectively bridging the present and future in training student interns requires a multi-pronged approach. By focusing on transferable skills, fostering a culture of continuous learning, emphasizing data analysis and digital literacy, and promoting strong communication and collaboration skills, internship programs can equip interns with a robust skillset that allows them to thrive in the ever-changing professional landscape. This prepares them not only for the demands of their immediate roles but also for the challenges and opportunities that await them as they navigate their future careers (Malone, T. W., Laubacher, R. J., & Johnsen, C. L. 2014).

Siguro nakabulig ang CIBAT kay kumbaga meron na akong ahmmm, kumbaga idea dako-dako gid nga idea kung ano matabo kay isa sa mga budlay nga part sa pag sulod sa service is, yung training kay sa training ang iban dira gakarapatay, kumbaga amo sina, so doon palang alam ko na so gina, kumbaga sa hindi sa ginakahadlukan ko before ang CIBAT is to experience mga ahh unfamiliarity's, so pag nakapasok na ako sa training sa PNP or sa sa ano man nga tri-bureau, hindi na ako unfamiliar sa mga bagay-bagay so mas kapado ko na mas madali nalang ... (MVAI 54-60)

(Maybe, CIBAT helped in terms of I already have the idea what will happen if you're going to enter in service. Because in training, there's many people can die, and because of the CIBAT I'm not scared anymore to enter in service because

I already have the knowledge. When I enter the training of PNP or in any Tri-

Bureau, I won't have difficulty in things because I already have an idea.)

The benefits of possessing prior knowledge are undeniable. Interns who have researched the industry, familiarized themselves with relevant concepts, or even completed personal projects related to the field can grasp training material more readily. This not only fosters a sense of confidence but also allows them to contribute meaningfully to discussions, ask insightful questions, and potentially propose innovative solutions. Additionally, possessing advanced knowledge can lead to faster project completion and a higher quality of work, making a positive impression on supervisors (Sitzmann, T., Ely, K., & Bjork, R. A. 2012). Possessing advanced knowledge and ideas can be a powerful asset for student interns during training. However, navigating this head start requires a balance between confidence and humility. By prioritizing learning, seeking to collaborate, and demonstrating a willingness to grow, interns can leverage their pre-existing knowledge to create a rich and rewarding internship experience.

Nakabulig siya saakon in a way na Ahmm, ang training kasi hindi lang siya para sa field, na mag sulod ka sa law enforcement, it is also a way para ma train ang sarili mo, at pakikitungo mo sa tao especially ahm, if you aim to be a leader someday, even though hindi ko mag proceed sa Law Enforcement, at least I have the knowledge and skills that I learned na pwedi ko ma-apply sa future career ko ... (MKLI 85-89)

(It helps me in a way that ahhm, training is not all about in fields, that you need to enter in any law enforcements, but it is also a way to train yourself on how to interact especially in other people. Ahhm, if you aim to be a leader someday, even though I will not proceed in any Law Enforcement, at least I have the knowledge and skills that I learned so that I can apply in my future career.)

Human interaction is the cornerstone of a fulfilling life. Yet, navigating social situations and building meaningful connections can be a challenge. The good news is that social skills, like any other skill, can be learned and honed through deliberate practice and self-awareness (Luft, J., & Ingham, H. 1955).

Building a strong network within your chosen field is a powerful tool for success. Connect with professionals at industry events, conferences, or online communities. Attend alumni events if applicable. These connections can provide valuable mentorship, offer insights into career paths, and even open doors

to job opportunities. Remember, networking is a two-way street. Offer your own expertise and be genuinely interested in the experiences of others.

Leadership isn't bestowed upon the chosen few; it's a skill that can be nurtured through dedicated learning and experience. Aspiring leaders understand that knowledge is power, and that proper training during formative stages can equip them with the tools they need to guide others effectively.

4.2 Constant Readiness

Training, whether academic or professional, serves as the springboard for future success. However, simply attending sessions isn't enough. To truly maximize your learning and optimize the experience, embracing a state of constant readiness is crucial (Healy, J. C. 2014). Embrace a growth mindset. Training isn't just about acquiring knowledge; it's about embracing challenges and pushing your boundaries. View setbacks or mistakes as learning opportunities. Actively seek feedback from instructors or mentors and use it to refine your skills and grow as a learner. SJA and MJD shares their preparation during their training.

Ahh syempre preparation gyapon exercise, ahh jogging, push-ups tanan nga exercise nga kung bal-an mo makabulig saimo lalo na preparation mo bago mag CIBAT ... (SJA 98-99)

(Of course, it's still the exercises preparation like, jogging, push-ups and all

the exercises that you know can help to you prepare before the CIBAT)

Training programs, whether academic or professional, offer a wealth of knowledge and skill development opportunities. However, maximizing your learning potential goes beyond simply attending sessions. Engaging in well-chosen pre-training exercises can significantly enhance your experience and prime you for success. This will explore various exercises you can utilize to prepare for training, transforming you from a passive participant to a well-equipped learner ready to absorb information and excel (Nilson, D. L. 2014).

Preparing for active participation is crucial. Pre-training exercises can help you overcome hesitation and increase your comfort level engaging in discussions. Formulate questions based on your pre-reading or areas of uncertainty. Practice concise and clear communication by rehearsing your questions or discussing potential topics with a friend or colleague. The more prepared you are to participate, the more you will gain from the training sessions.

Ng ano lang, sa pagiging physically fit, snappy, tas amuto may advance knowledge kana gid nga hindi ka mabigla, hindi ka ma culture shock, kay ano abi pag mabigla ka didto sa sulod, kumbaga halimbawa basi mag quit ka, diri palang may ara na sang ano ahhm, may mga knowledge kana nga hindi ka mabigla didto sa sulod sa ano sa training ... (MJDI 32-35)

(In being physically fit, snappy, and also you have the advance knowledge, you'll not be surprise because if you'll get surprise inside the training, for example, you think of quitting, (diri palang sa ano) ahh, you

already have the knowledge that when you enter into the training, you'll not be surprised in the possible outcome.)

Effective training requires a holistic approach. While acquiring advanced knowledge is crucial, neglecting your physical well-being can hinder your learning potential. This essay explores the synergistic relationship between physical fitness and advanced knowledge during training, demonstrating how both contribute to a more successful and enriching learning experience (Kramer, A. F. (2014).

Furthermore, physical fitness increases stamina and reduces fatigue.

Training programs often involve long hours of focus and information processing. Being physically fit allows you to maintain concentration and energy levels throughout the program, ensuring you're present and engaged during critical learning moments. Physical fitness also contributes to a sense of well-being, reducing stress and promoting better sleep, both of which are essential for optimal learning

E. What are the student interns hopes and aspirations for the future after completing the CIBAT?

Table 5. Presents the hopes and aspirations of student intern.

Clustered Themes	Formulated Meanings
5.1 Building your Knowledge Base	<ul style="list-style-type: none"> Gearing Up for Success Essential Preparation Before Internship Training
5.2 Building the Right Confidence	<ul style="list-style-type: none"> Unveiling Opportunities, The Transformative Power of Internship Training From Confidence to Competence the Empowering Transformation of Internship Training From Confidence to Competence the Empowering Transformation of Internship Training
5.3 Empowerment through Knowledge Sharing	<ul style="list-style-type: none"> A Treasure Trove of Knowledge Sharing Your Internship Training Insights with Juniors

5.4 Gaining Life-Long Skills	<ul style="list-style-type: none"> • Unexpected Gems, How Training Benefits You Beyond the Task
5.5 Earning Valuable Connections	<ul style="list-style-type: none"> • Gaining a lot of non-material things like knowledge and friends;

5.1 Building your Knowledge Base

Training programs equip us with valuable skills and knowledge, but true learning goes beyond simply absorbing information. The key to professional and personal growth lies in actively building upon your learnings, transforming fleeting knowledge into a robust and enduring knowledge base (Schunk, D. H., & Ertmer, P. A. 2017).

Building a robust knowledge base is a continuous process. By actively engaging during training, applying knowledge in real-world scenarios, collaborating with peers, exploring supplementary resources, reflecting on your learning journey, and embracing lifelong learning, you transform fleeting knowledge into a cornerstone of your future success. The knowledge you build during training serves not as a destination but as a springboard for continued growth and professional development.

Daghan koy narealize nu ahh, nga dapat gyud nga bago ka musulod sa isa ka butang dapat ready ka always ahhh especially kapag musulod ka sa tri-bureau, or sa military service, dapat ready ka, dili lang mentally, dapat physically gyud kay dili basta-basta kung musulod ka sa training nu grabe siya ka rigid ahhh grabe ka hardcore ang training sa sulod, so dapat ready ka always og dapat ahhh mentally and physically strong ka para dili ka dali ma, mu give-up. Mao to siya. (SJAI 54-59)

(I have a lot of realizations, that before entering into something you need to be ready all the time, especially if you're planning to enter in any tri-bureau or in military service. You need to be ready, not just mentally but also physically. It is because, it's not easy entering any trainings, it's very hard and rigid. Inside of the training is a hardcore experience so you need to be ready always. Ready mentally and you need to be physically strong that you can't give up so easily.)

The foundation of readiness lies in a thorough understanding of the training program. Research the camp's structure, curriculum, and physical demands. This knowledge allows you to mentally prepare for what lies ahead and identify areas where you might benefit from additional pre-training. If possible, connect with alumni or current participants to gain firsthand insights into the camp experience (Ertmer, P.A.2017) Physical fitness is a cornerstone of pre-camp readiness. Regardless of the training camp's specific focus, a baseline level of physical conditioning promotes endurance, reduces fatigue, and allows you to fully engage in the program's physical activities. Develop a personalized fitness regime that includes cardiovascular exercise, strength training, and flexibility work.

5.2 Building the Right Confidence

The foundation of training confidence lies in solid preparation. Before embarking on your training journey, invest time in understanding the program's curriculum and identifying any prerequisites. This pre-training knowledge fosters a sense of preparedness and reduces anxiety about the unknown. Additionally, research the training methods employed and familiarize yourself with the learning environment (Dweck, C. S. 2006).

Confidence thrives on practical application. Most training programs offer opportunities to put newly acquired knowledge into practice through exercises, simulations, or projects. Seek out these opportunities and actively participate.

Even if you encounter challenges, view them as learning experiences and embrace the opportunity to demonstrate your skills and refine your understanding. Furthermore, actively seek feedback from instructors and mentors. Consider constructive criticism as a valuable tool for identifying areas for improvement and building your confidence in your abilities.

Amo na marealize mo tanan nga tanan nga gintudlo didto, tanan nga pasakit, tanan nga gina pa low morale ka didto tanan ngato ahh ginahimo saimo para syempre para mag kusog ka hindi lamang mag kusog ang lawas mo pati ahhh, ang mindset mo kag kung paano ka mag maging matured mag isip kag labaan pa pasensya mo lalo na sa tanan nga bagay, kay tanan nga pangabudlay ahh may ara gid sang ano, sang success nga ginatawag. (SJA1 101-106)

(So that you'll realize everything, all the learnings, all the pain and words that can make your morale low, because of that, because of those learnings it's for you to be strong, not just in your body but also your mindset on how to think in a matured way, to have patience in everything. Despite of all the pain that you encounter, it will have the what we call "Success" at the end.)

Training programs offer a wealth of knowledge and skill development opportunities. However, true success lies not just in completing the program, but in effectively applying your learnings and achieving your goals in the real world. This essay explores the multifaceted nature of post-training success and outlines strategies for maximizing your return on investment (Locke, E. A., & Latham, G. P. 2007).

Training programs mark a significant investment in your professional development. However, post-training success hinges on your ability to translate learning into action. By setting clear goals, actively implementing your learnings, embracing a growth mindset, seeking feedback, and celebrating your successes, you transform the training program's impact into a springboard for a thriving and fulfilling career. Remember, training is not an endpoint but a catalyst for ongoing professional growth and achievement.

Na-realize ko after CIBAT nung graduation namen, kumbaga ang ending sang CIBAT is mag inom ka ng ano, ng, ahh criminology wine ahh ano lang siya typical na wine, and naga represent na siya nga natapos niyo ang training, so, after that na realize ko na ahh okay I am capable of things ... (MVA1 62-66)

(I realize after the CIBAT, that it's our graduation day, in ending of our CIBAT we need to drink the Criminology Wine, it's just a typical wine that represents that we already finished our training, and because of that, I realize that I'm capable of things.)

One of training's core strengths lies in its ability to foster technical competence. Whether it's mastering the intricacies of a new software program, learning the proper form for a complex exercise, or understanding the nuances of a legal contract, training equips individuals with the specific knowledge and skills necessary to excel in their chosen fields. Through a combination of theoretical instruction, practical application, and feedback, training bridges the gap between knowledge and practical ability, creating individuals capable of performing tasks with efficiency and precision (Baldwin, T. T., & Ford, J. K. 1988). Training transcends the mere transmission of information. It's a transformative process that sculpts capable minds, fostering technical competence, soft skills, intellectual agility, confidence, and a growth mindset. These capabilities empower individuals to not just perform tasks, but to navigate challenges, adapt to change, and achieve remarkable feats. Training is an investment in human potential, a catalyst for progress, and a cornerstone of a thriving and adaptable workforce.

Nakabulig siya saakon, in a sense na sabi ko sa sarili ko na ahhm, if the day will come na makapasok ako sa service alam ko na na kaya ko ... (MVAI 6869)

(It helps me in a sense of, I can tell myself that If one day will come that I can enter into service, I know that I already can.)

Training programs equip us with valuable skills and knowledge, but true mastery lies not just in what we learn, but in the confidence to apply it effectively. Emerging from a training program can be a double-edged sword. While excitement about your new capabilities' simmers, anxieties about putting them into practice may arise. Confidence, however, isn't an inherent byproduct of training; it requires conscious effort and cultivation (Deci, E. L., & Ryan, R. M. 2000).

Building confidence after training is a journey, not a destination. Through self-acknowledgment, seeking small wins, deliberate practice, feedback, and a growth mindset, you transform your training experience into a foundation of selfbelief. This newfound confidence empowers you to navigate challenges, seize opportunities, and thrive in your chosen field. Embrace the process, celebrate your achievements, and watch your confidence bloom as you put your training to work. **5.3 Empowerment through Knowledge Sharing**

Training programs traditionally focus on knowledge transmission from instructors to trainees. However, a more powerful approach unlocks the collective wisdom of participants through knowledge sharing. It explores the transformative power of knowledge sharing during training, highlighting its capacity to empower both learners and instructors (Dillenbourg, P. 2000).

Knowledge sharing fosters a collaborative learning environment where participants are not just recipients of information, but active contributors. By sharing their experiences, insights, and unique perspectives, trainees enrich the learning experience for everyone involved. This cross-pollination of knowledge not only deepens understanding but also sparks new ideas and fosters a sense of community.

Makabulig saimo eh lalo na kay intern officer ka, syempre ma guide mo gid mayo ang mga mates mo hindi lang mates mo syempre mga juniors mo ma guide mo man gihapon, ahh matagaan mo sila sang mga biskan gamay lang nga advice o learnings nga ahhh, kis-a sila gid ang mismo ang pinaka target lalo na dali dali sila ma low morale or damo sila problema lalo na kay amuni ang course ta very strikto kag tanan nga bagay tanan nga details ahhm ano is ano perti ka importante, amuna as leader or intern officer tanan nga natun-an mo kay advantage mo saila amuna ishare mo man saila. (SJAI 109-115)

(It will help you because as an Intern Officer, of course you need to guide you classmates, not just your classmates but also your juniors. You can give them advices or learnings, because most of the time, your juniors will be the target because it can easily make their morale low because they have a lot of problems especially in our course, it's very strict that every little thing should be in details. Everything is important, as a Leader or as an Intern Officer, all of your learnings, it will be your advantage that you can also share with them.)

Training programs traditionally focus on knowledge transmission, but a powerful shift is underway. Sharing knowledge during training isn't just an add-on; it's a transformative force that unlocks the collective wisdom within a group (King, A. 1993).

One of the core advantages of knowledge sharing lies in its ability to foster deeper learning. By actively explaining concepts to others, trainees solidify their own understanding and identify areas requiring further exploration. This process of articulation reinforces memory retention and strengthens the foundation of their newly acquired knowledge. Furthermore, exposure to diverse perspectives through knowledge sharing broadens the understanding of complex topics and fuels creative problem-solving.

5.4 Gaining Life-Long Skills

Training programs equip us with valuable knowledge and skills for our chosen fields. However, the true value lies not just in what we learn, but in how it prepares us for a lifetime of continuous learning and adaptation. Lifelong skills are a core set of abilities that transcend specific knowledge or job roles. They include critical thinking, problem-solving, communication, collaboration, adaptability, and self-directed learning. These skills empower individuals to navigate challenges, embrace new technologies, and continuously update their knowledge base throughout their careers (Siemens, G. 2005).

Training programs are a springboard for lifelong learning, not a final destination. By fostering lifelong skills, such as critical thinking, problem-solving, communication, and self-directed learning, training programs empower individuals to adapt to change, embrace new challenges, and thrive throughout their careers. By cultivating a growth mindset, leveraging technology, and building a community of learners, training programs equip individuals with the tools and motivation needed to be successful lifelong learners. In today's rapidly evolving world, the ability to learn, adapt, and grow is an invaluable asset, and training programs that cultivate lifelong skills play a vital role in fostering successful and fulfilling careers. *After the CIBAT, may realizations na ahh maganda pala, okay pala yung mga, okay pala yung mga unnecessary na mga bagay-nagay na akala ko dati ahhm, ito pampahirap lang to sa students, hindi pala. so, by that alam ko na very helpful gid ang CIBAT saakon ... (MVAI 71-74)*

(After the CIBAT, I have these realizations that It's okay about the unnecessary things that I used to think that it will just cause stress to students but

I'm wrong. I realize that CIBAT is very helpful for me.)

Initial resistance stemmed from a misconception. I wrongly viewed training as a static one-way street, with instructors simply pouring information down a passive learner's throat. However, this training program surprised me. It wasn't just about acquiring new facts; it was about active participation, practical application, and fostering a collaborative learning environment. Engaging exercises replaced rote memorization, and group discussions sparked creative problem-solving. I discovered the joy of learning alongside others, each of us contributing our unique perspectives to enrich the experience (Dillenbourg, P. 2000).

initial perception of training programs as tedious obligations was shattered by a powerful realization. Training, when designed effectively, offers an enriching learning experience that fosters collaboration, critical thinking, and the practical application of knowledge. It equips individuals with the necessary skills and confidence to navigate challenges, adapt to change, and excel in their chosen fields. Training is not a solitary act; it's a catalyst for personal and professional growth, empowering individuals to become lifelong learners and navigate the dynamic currents of the modern world.

5.5 Earning Valuable Connections

Training programs, by their very nature, bring together individuals from diverse backgrounds and experiences. This creates a fertile ground for forging connections that transcend professional hierarchies. Collaborative projects, group discussions, and even casual interactions during breaks become the crucible in which connections are forged. Shared challenges, triumphs during learning exercises, and a sense of camaraderie create a sense of belonging and mutual respect (Granovetter, M. S. 1973).

Training programs offer more than just the acquisition of knowledge and skills. They provide a platform for forging valuable connections that can empower individuals throughout their careers. These connections expand professional networks, provide personal support, and facilitate knowledge sharing and collaboration. By nurturing these relationships, individuals transform their training experience from a solitary pursuit to a springboard for professional success and enriching personal connections. In an increasingly interconnected world, the ability to build meaningful relationships is a powerful skill, and training programs offer an invaluable opportunity to cultivate it.

After the CIBAT training kung habang nag ti-train palang kayo parang gusto mo ng tapusin agad dahil nakakapagod na, pero nung graduation na didto ko narealize na parang nakakamiss ang experience, at parang kulang pa, kasi masaya eh, masaya na may sakit pero masaya ang experience also, I've realized that our training finally ended but it wasn't the end for me, it was actually the beginning for my growth as a person, as a leader, as a student and also as someone who ahhm, can prove his or her worth experience and after all that hardships and pagdududa sa sarili, I can actually say that I am proud of myself and for ahh proud of my buddies for achieving this in our life. (MKLI 92-99)

(After the CIBAT training or while you're still in the training, you just want to end because it's tiring, but after the Graduation, it made me realize that I miss the experience, and it seems like it's not enough, because it's fun, it's fun to be sick but the experience is fun. Also, I've realized that our training finally ended but it wasn't the end for me, it was actually the beginning for my growth as a person, as a leader, as a student and also as someone who can prove his or her worth experiences and after all that hardships and self-doubt I can actually say that I am proud of myself and for my buddies for achieving this in our life.)

The path to success is rarely paved with smooth stones. It's more often a rugged terrain, riddled with obstacles and setbacks. Yet, it's precisely these hardships that can become the crucible in which resilience is forged, ultimately shaping success. One of the most crucial benefits of hardship is the development of resilience. Facing adversity fosters grit and determination. Each obstacle overcome teaches valuable lessons, equips us with coping mechanisms, and instills the belief that we can navigate future challenges (Tedeschi, R. G., & Calhoun, L. G. 2004).

Hardship also cultivates creativity and resourcefulness. When faced with limited resources or seemingly insurmountable obstacles, individuals are forced to think outside the box and find innovative solutions. This can lead to the development of new skills, the discovery of unconventional resources, and the adoption of creative problem-solving approaches. These skills become valuable assets, not just for overcoming the immediate challenge, but for tackling future obstacles throughout one's career or personal life.

Hardship is not a harbinger of failure; it's an inevitable and often transformative aspect of the journey to success. By fostering resilience, creativity, humility, self-awareness, and motivation, hardship shapes individuals into resourceful and adaptable individuals. It equips them with the necessary skills and mindset to navigate the challenges of life, learn from setbacks, and ultimately achieve lasting success. Embrace the hardships, for within them lies the potential to forge the strength and resilience needed to build a truly fulfilling future.

5. DISCUSSION

This chapter summarizes the participants' experiences and discusses the main findings and implications derived from the study *"Voices from the field: A narrative of student intern experiences on their Criminology Basic Actual Training (CIBAT)."*

A. Challenges encountered of Student Intern during their Training

The transition from student to working professional is a momentous one. Internships offer a valuable bridge, equipping students with practical experience and fostering professional development. However, this journey is not without its challenges.

One of the most significant challenges interns encounter is the steep learning curve. The transition from

theoretical knowledge learned in classrooms to the practical realities of the workplace can be overwhelming. Interns may lack the specific skills or experience required for certain tasks, leading to feelings of inadequacy and frustration.

Training sessions are designed to equip individuals with new skills and knowledge. However, the effectiveness of these sessions relies heavily on strong leadership. When faced with difficulties, leaders can inadvertently create a challenging environment that hinders learning and reduces the overall impact of the training (Aragon, S. R., 2008).

Additionally, interns may also face the challenge of being assigned mundane or repetitive tasks. While these tasks may be necessary for the smooth running of the organization, they may not provide interns with the opportunity to learn and utilize the skills they acquired during their studies. This can lead to feelings of boredom and a disconnect between the internship and career aspirations. Furthermore, interns may encounter a lack of mentorship and guidance. Without proper support from experienced professionals, interns may struggle to learn new skills, receive feedback on their work, or gain valuable insights into the industry. This lack of mentorship can hinder their professional development and limit the learning potential of the internship.

Lastly, student interns inevitably face challenges during their training. However, by acknowledging these hurdles, adopting proactive strategies, and utilizing the internship as a platform for learning and growth, interns can transform these challenges into valuable stepping stones on their journey toward a successful career. The internship becomes a crucible, forging valuable skills, fostering professional development, and empowering interns to navigate the exciting and dynamic world of work.

B. Coping Mechanism or Student Intern in Physical and Mental Demands

Internships offer a valuable bridge between academic studies and professional life. However, this initial foray into the working world can be physically and mentally taxing. Long work hours, unfamiliar tasks, and even improper workstation ergonomics can lead to physical strain for student interns. Additionally, interns may experience fatigue due to the demands of balancing schoolwork with internship responsibilities. The pressure to perform, meet deadlines, and prove themselves in a new environment can lead to stress and anxiety for student interns. This can be compounded by feelings of inadequacy, especially when encountering complex tasks or unfamiliar work processes. Interns may also experience social anxiety if they struggle to integrate into the workplace culture or build rapport with colleagues.

It is crucial to prioritize physical and mental well-being in navigating these demands. Prioritizing physical well-being is key. Interns should take regular breaks to stretch and move around, practice good posture at their workstations, and ensure they get enough sleep to maintain energy levels. Additionally, incorporating healthy eating habits into their routines can provide sustained energy throughout the workday.

Furthermore, practicing relaxation techniques, such as deep breathing exercises or meditation, can help interns manage stress in the moment. Maintaining a healthy work-life balance is also essential. Interns should set boundaries, manage their time effectively, and prioritize activities outside of work that bring them joy and relaxation.

Lastly, student interns face a unique set of physical and mental challenges during their training. By prioritizing physical well-being, managing stress, fostering social support, practicing healthy

communication, and cultivating a positive mindset, interns can develop effective coping mechanisms and navigate the demands of the internship experience. This journey, though challenging, can be a transformative learning experience that empowers interns to develop professional skills, build resilience, and confidently step into their future careers.

C. Student Interns learnings in Criminology Basic Actual Training (CIBAT)

Internships offer a valuable bridge between academic theory and real-world practice. Following a successful internship, student interns embark on a period of reflection, dissecting their learnings and charting a path for future growth. This applies the knowledge and skills that student interns typically gain during training programs and explores how these learnings shape their professional development.

One of the most immediate benefits of internship training is the acquisition of technical skills specific to the chosen field. Interns gain hands-on experience with industry-standard tools and technologies, learning to apply their theoretical knowledge to practical situations. This equips them with the necessary skill set to hit the ground running upon entering the workforce.

The internship experience also fosters self-awareness. Interns gain insights into their strengths, weaknesses, and preferred work styles. This self-reflection empowers them to identify areas for improvement and develop a personalized learning plan for ongoing professional development. Furthermore, internships can cultivate a growth mindset. Interns who view challenges as opportunities to learn are more likely to embrace new experiences and adapt to changing circumstances throughout their careers.

A period of debriefing and reflection is crucial. Interns can leverage discussions with mentors, supervisors, or fellow interns to solidify their learnings and identify areas for further development. Reflecting on successes and challenges encountered during the internship can also be a powerful tool for identifying goals and planning for future career moves.

Lastly, internships offer a rich learning experience that equips student interns with a unique blend of technical skills, soft skills, and industry knowledge. Through reflection and discussion, interns can solidify their learnings, identify areas for improvement, and chart a course for future professional development. The internship journey is a stepping stone, not a destination. By embracing the lessons learned and leveraging the experience effectively, student interns can embark on successful and fulfilling careers.

D. Preparations of Student Interns for their Future Careers

Internships offer a springboard for launching successful careers by providing valuable hands-on experience and industry knowledge. Prior to the internship, interns should engage in self-reflection, identifying their career goals and areas of interest. This self-assessment enables interns to tailor their internship experience to align with their long-term aspirations. Setting specific, measurable, achievable, relevant, and time-bound goals for the internship fosters a sense of purpose and helps interns track their progress.

Interns can enhance their learning experience by conducting thorough research about the industry and the organization they will be working with. Acquiring a foundational understanding of the sector's trends, challenges, and key players allows interns to ask insightful questions and make meaningful contributions during their placements.

Furthermore, adopting an active learning approach is crucial. Interns should be proactive in seeking out challenging tasks, asking questions for clarification, and taking the initiative to learn new skills. This demonstrates a strong work ethic and a genuine interest in professional development.

The internship experience is a continuous learning journey. Interns should keep a journal to document their experiences, learnings, and challenges encountered. Regular reflection on these experiences allows interns to identify areas for improvement and celebrate their accomplishments. Additionally, interns can seek out mentorship opportunities to gain guidance from experienced professionals who can offer valuable career advice and support.

Lastly, internships offer a stepping stone toward building a successful career. By actively engaging in the learning process, setting goals, building relationships, and continuously reflecting on their experiences, student interns can transform their internship into a launchpad for future professional success. The internship equips them with the knowledge, skills, and network needed to navigate the job market with confidence and embark on a fulfilling professional journey.

E. Student Interns Hopes and Aspirations after completing the CIBAT

The culmination of an internship marks a pivotal moment for student interns. Armed with newfound knowledge, skills, and experiences, they embark on the exciting journey of charting their career paths. It explores the hopes, aspirations, and anxieties that student interns might grapple with after completing their training programs.

A primary aspiration for many interns is to secure a full-time position within their chosen field. The internship experience provides a valuable opportunity to showcase their skills and work ethic to potential employers.

Furthermore, Interns eagerly anticipate the opportunity to put their newly acquired skills and knowledge into practice in a professional setting. This can involve applying industry-standard tools and technologies, implementing project management techniques, or utilizing communication skills honed during the internship. Interns hope to contribute meaningfully to their future organizations and demonstrate the value they can bring.

Many interns aspire to embark on a path of continuous professional growth and advancement. They hope to be challenged with new responsibilities, gain exposure to different areas within their field, and potentially pursue further education or certifications to enhance their skillsets.

Lastly, the completion of an internship marks the beginning of an exciting new chapter for student interns. Equipped with newfound knowledge, skills, and aspirations, interns embark on a path towards their dream careers. While anxieties and uncertainties may arise, interns can leverage the learnings from their internships, maintain a positive attitude, and commit to continuous learning to navigate the job market with confidence and embark on a fulfilling professional journey.

Implication for Practice

The findings of this study on the challenges, coping mechanism, learnings about themselves, the preparation of student intern and the hopes and aspirations of student intern. Firstly, the results highlight the importance of how student intern handle the training.

For interns to thrive, it's crucial to establish clear expectations and defined objectives at the outset of the internship. These objectives should be SMART (Specific, Measurable, Achievable, Relevant, and Time-

bound) and should align with the intern's career goals and the organization's needs. Regularly checking in with interns to ensure they understand their objectives and providing feedback on their progress are essential for keeping interns engaged and motivated.

The discussion of implications for practice during internship training goes beyond simply providing enriching experiences. Understanding the physical and mental demands interns may face, as discussed previously, is crucial for creating a supportive environment that fosters well-being and maximizes learning. This section explores how supervisors and organizations can incorporate proactive coping mechanisms into internship programs, empowering interns to navigate challenges and thrive during their training.

Internships offer a transformative learning experience, not just in terms of acquiring technical skills and industry knowledge, but also in fostering self-discovery. Through the challenges and triumphs encountered during their internships, student interns gain valuable insights into their strengths, weaknesses, and preferences. This discussion explores the key learnings interns gain about themselves and the implications these learnings hold for improving internship practices.

Finally, the study provides all the information's and recommendations for improving the Criminology Basic Actual Training (CIBAT). This study also highlights the challenges and the coping mechanisms faced by Student Interns during their training. By implementing these recommendations in improving the Criminology Basic Actual Training (CIBAT) it can improve the effectiveness and efficiency of the student interns.

Implications for Future Researchers

This qualitative study on the narrative of student intern experiences, considering the results and the processes that this study had gone through, implied that:

Based on the findings of this study, future researchers who are interested in investigating the study's findings must look into a more specific selection of participants, taking into account their position in their duty, as this may lead to interesting comparisons from the current study.

Researchers play an important role in studying the narrative of student intern experiences. This study also suggested that every student intern interviewed. The information they provide can help future researchers gain a better understanding of the motivations and commitments of student interns.

Concluding Remarks

It has been almost a year since the research began in writing this thesis. The journey has been fraught with ups and downs, sleepless nights, and unforgettable moments as the researcher endeavored to fill the gaps in the study. Many students, particularly the participants, experience significant pressure and stress due to homework, projects, striving to maintain high grades, extensive studying, and other school-related tasks. This research has delved into the multifaceted world of student internship training programs, exploring the types of knowledge and skills interns gain, the challenges they encounter, and the strategies they can employ to maximize their learning. Furthermore, it has examined the implications for internship practices, highlighting the importance of tailoring assignments, providing effective mentorship, and fostering self-discovery among interns.

Another important finding is the critical role of the student interns during the training process. Student interns who feel valued, respected, and supported by their organizations are more likely to remain committed to their roles.

This study has emphasized the significance of the challenges faced by student interns, their coping mechanisms for physical and mental demands, their learning experiences related to CIBAT, how they prepare for their future careers, and their hopes and aspirations.

Additionally, this study has made a substantial contribution to our understanding of the motivations and commitments of student interns. While internship training focuses on equipping interns with the necessary skills and knowledge, its impact extends beyond technical development. Student interns, through their enthusiasm, fresh perspectives, and willingness to learn, can significantly contribute to the motivation and commitment of those around them.

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APPENDIX A

COVER LETTER

 **RAMON MAGSAYSAY MEMORIAL COLLEGES-MARBEL, INC.**
Purok Waling-Waling, Arellano Street, Koronadal City, South Cotabato
Tel. No.: (083) 228-2880

 **COLLEGE OF CRIMINAL JUSTICE EDUCATION**

May 31, 2024

Yan-Yan K. Baladec, RCrim, MSCJ
Criminology Dean
Ramon Magsaysay Memorial Colleges-Marbel, INC.


Sir,

The undersigned is currently working in her thesis entitled **"A NARRATIVE OF STUDENT INTERN EXPERIENCES ON THEIR CRIMINOLOGY BASIC ACTUAL TRAINING (CIBAT)"** as requirements for the degree of Bachelor of Science in Criminology.

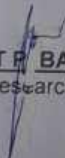
In this regards the researcher would like to request your approval to conduct an interview on Student Interns who underwent Criminology Basic Actual Training (CIBAT), the confidentiality of the data will be an outmost priority.

Looking forward for your favorable response on the said request.

Respectfully yours,


ANALOU P. GALVEZ
Researcher

Noted By:


ALBERT P. BALONGOY, PhD
Research Adviser

05/31/24

APPENDIX B

QUESTIONNAIRE

RAMON MAGSAYSAY MEMORIAL COLLEGES-MARBEL, INC.
Purok Waling-Waling, Arellano Street, Koronadal City, South Cotabato
Tel. No.: (083) 228-2880

COLLEGE OF CRIMINAL JUSTICE EDUCATION

3. What do student interns learn about themselves and about criminology during CIBAT?	3. What are your learnings during CIBAT?	3.1 What are the common experiences that you think help you to become more immovable intern? 3.2 How did these lessons help you?
4. How does CIBAT prepare student interns for their future careers in criminology?	4. How did CIBAT help you to prepare in your future career?	4.1 What are your strategies? 4.2 How do these strategies help you? 4.3 In all of this strategy and preparation, what help you most? Why?

RAMON MAGSAYSAY MEMORIAL COLLEGES-MARBEL, INC.
Purok Waling-Waling, Arellano Street, Koronadal City, South Cotabato
Tel. No.: (083) 228-2880

COLLEGE OF CRIMINAL JUSTICE EDUCATION

INTERVIEW GUIDE

SOP	Stand-in Questions	Probe/Elucidating Question
1. What are the most significant challenges that student interns face during their criminology basic actual training or CIBAT?	1. What were the challenges that you encountered during CIBAT?	1.1 What were the biggest challenges that you faced? 1.2 What were the specific things you did to fight with these challenges you face? 1.3 How did you deal with it?
2. How do student interns cope with the physical and mental demands of CIBAT?	2. What were your strategies to handle the physical and mental demands during CIBAT?	2.1 How did you prepare your physical and mental health? 2.2 How does this preparation help you? 2.3 Is there someone or something that help you to prepare? Who or what is it? 2.4 How these people or things help you to be prepared during training?

APPENDIX C VALIDATION SHEET

RAMON MAGSAYSAY MEMORIAL COLLEGES MARBEL INC.
Purok Waling – Waling, Arellano St., Koronadal City (9506)
Telephone / Fax No.: (083) 228 – 2880
CRIMINAL JUSTICE EDUCATION DEPARTMENT

March 10, 2024

Dear Validator,

I am presently conducting a study entitled "VOICES FROM THE FIELD: A NARRATIVE OF STUDENT INTERN EXPERIENCES ON THEIR CRIMINOLOGY BASIC ACTUAL TRAINING (CIBAT)" I need your expertise in validating the instrument to be used.

Attached is the questionnaire to be used in the study. Please help me evaluate the questions and the option whether they are relevant or irrelevant basing on the following criteria: Suitability and relevance of the study evaluated, appropriateness of the language used and correctness of grammar. You could use the following symbols for the comments.

S means suitable. This shows that the questions and the option in that item are relevant. (Yes)

NS means not suitable. This shows that the questions and the option are not suited or irrelevant in the study. (No)

Any other comments you want to say about the question please feel free to write it under the specified columns.

Thank you.

ANALOUF GALVEZ
Researcher

Noted by:

ALBERT P. BALONGOY, PhD
Research Adviser

RAMON MAGSAYSAY MEMORIAL COLLEGES MARBEL INC.
Purok Waling – Waling, Arellano St., Koronadal City (9506)
Telephone / Fax No.: (083) 228 – 2880
CRIMINAL JUSTICE EDUCATION DEPARTMENT

For the Evaluator. Please check the appropriate box for your rating.

Point Equivalent:

5	-	Excellent
4	-	Very Good
3	-	Good
2	-	Fair
1	-	Poor

Criteria	5	4	3	2	1
1. Clarity of Direction and items. The vocabulary level, language structure and conceptual level of respondents. The test directions and items are written in a clear and understanding manner.					
2. Presentation / Organization of items. The items are presented and organized in logical manner.					
3. Suitability of items. The manner items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitudes 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 is repetitive enough of all the questions needed for the research.					
5. Attainment of the Purpose. The instrument as a whole fulfills the objectives of which was constructed.					
6. Each item question requires only specific answer or measures only behavior and no aspect of the questionnaire suggest bias of the researchers.					
7. Scale and Evaluation Rating System. Scale adapted is appropriate for the items.					

Name and Signature of Evaluator

RAMON MAGSAYSAY MEMORIAL COLLEGES MARBEL INC.
Purok Waling – Waling, Arellano St., Koronadal City (9506)
Telephone / Fax No.: (083) 228 – 2880
CRIMINAL JUSTICE EDUCATION DEPARTMENT

For the Evaluator. Please check the appropriate box for your rating.

Point Equivalent:

5	-	Excellent
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Criteria	5	4	3	2	1
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CRIMINAL JUSTICE EDUCATION DEPARTMENT

For the Evaluator. Please check the appropriate box for your rating.

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5. Attainment of the Purpose. The instrument as a whole fulfills the objectives of which was constructed.					
6. Each item question requires only specific answer or measures only behavior and no aspect of the questionnaire suggest bias of the researchers.					
7. Scale and Evaluation Rating System. Scale adapted is appropriate for the items.					

Name and Signature of Evaluator

APPENDIX D

INTERVIEW MATRIX

SOP NO. 1 WHAT ARE THE MOST SIGNIFICANT CHALLENGES THAT STUDENT INTERNS FACE DURING THEIR CRIMINOLOGY BASIC ACTUAL TRAINING OR CIBAT?			
<p>2 Interviewee: .tung mga naagyan ko nga challenges during CIBAT?</p> <p>3.kay dalawa, gina challenge ka physically kag gina challenge ka mentally.</p> <p>4.gina challenge ka physically</p> <p>5.ahh when it comes to ano, gina,</p> <p>6.gina masi-masi mo every day,</p> <p>7.tapos gina challenge imoha nga pagka physically fit, gina masi-masi mo every day,</p> <p>8.naay ginatawag nga dili man siya sakit gyud pero ginasakit mo para ichallenge imohang pang lawas.</p> <p>9.Ikaduha, gina challenge mo mentally,</p> <p>10.gina, saywar, naay ginatawag na psychological welfare tapos kanang wala kay tarong tulog para ma challenge imohang</p> <p>11.ahhh, pangutok kung asa ka taman. Mao to ang challenge.</p>	2-11 SJJ	Being tested physically and mentally during training through training;	CONSTANT TESTING

<p>5.Interviewee: during sang CIBAT namon ang challenges nga naagyan ko is, damo man</p> <p>6.ahm, mentally, physically nga</p> <p>7.ahh challenges kag ginatawag man nga training.</p> <p>8.so syempre layo ka na sa family mo</p> <p>9.ahhh, kay ti sato nga time sa school man to, tapos dapat kaagahon didto kana</p> <p>10.amuto wala nako di gapuli di sa balay, sa classmate ko didto ko ginapatulog sa classmates ko tapos</p> <p>11.ga aspire kaman nga officers amuna nga syempre dawaton mo gid tanan nga pangabudlay</p> <p>12.kag iba ang treatment sainyo. Amo lang na</p>	<p>5-12 SJA</p>	<p>A lot of CIBAT challenges mentally and physically during training;</p>	<p>CONSTANT CHALLENGES</p>
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<p>15.Interviewee: ang pinaka nabudlayan ko nga challenge is,</p> <p>16.kung paano i-handle ang mga mates mo, syempre parehas lang kamo isa lang kamo ka batch,</p> <p>17.ikaw as team leader ka or as ga aspire nga maging officer</p> <p>18.intern officer syempre dapat kailangan mo maging ano</p> <p>19.pakita mo saila kung pa paano ka sundon,</p> <p>20.paano ka nila patihon as advance, kag bal-an man nila syempre as</p> <p>Intern Officer</p> <p>21.mas advantage kag damo ka nabal-an kesa saila kay syempre selected kamo sina.</p> <p>22.so dira mo gid pakita saila nga kung nga hindi mo man masiling nga</p> <p>23.dapat ikaw gid ang pillion nga officer pero syempre dapat,</p>	<p>15-25 SJA</p>	<p>Difficulty in handling mates as being a unified and how they should follow;</p>	<p>DIFFICULTY IN LEADERSHIP</p>
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<p>24.ipaintindi mo saila kag kung paano ka nila sundon, 25.sa tama nga way kag hin hindi sa siling nga pamugos.</p>			
<p>4.Interviewee: siguro ang first thing nga naagyan ko sa CIBAT is sang 5.tsk narealize ko nga layo nako sa balay, and na realize ko nga wala nako sa comfort zone ko, 6.ahhm, nga maka experience gid ko sang mga kumbaga unfamiliarity's na 7.ahhm, bagay bagay na unusual saakon on my daily basis.</p>	<p>4-7 MVA</p>	<p>Being able to experience things outside the comfort zone;</p>	<p>OUT FROM FAMILIAR TERRITORY</p>

<p>11. Interviewee: ng nabudlayan gid ko?</p> <p>12. siguro sa mga simply nga mga bagay for example is tulugan, kaunon,</p> <p>13. ahhm, ning mga basic nga amo sina kumbaga sa,</p> <p>14. saano is basic lang siya pero dako nga impact saimo,</p> <p>15. kung paano ka maka perform sa adlaw-adlaw mo.</p>	<p>11-15 MVA</p>	<p>Lot of difficulty in food, area for sleeping, and other basic needs that would affect performance;</p>	<p>CONSTANT TESTING</p>
<p>3. Interviewee: ahh, challenges ng ano,</p> <p>4. ng, ng challenges saakoa is kanang, dili ko sanay kulang akong kaon,</p> <p>5. like di on-time ang kaon tapos ng hindi maka ligo, na ano abi ng maka ligo ka diri didto hindi kana makaligo, 6. ahhm, ng mga ing-ana, pero sa ano, sa training okay lang man saakoa makaya lang man.</p>	<p>3-6 MJD</p>	<p>Not used to the new schedule like the time of eating, taking a bath, and others;</p>	<p>OUT FROM FAMILIAR TERRITORY</p>

SOP NO. 2 HOW DO STUDENT INTERNS COPE WITH THE PHYSICAL AND MENTAL DEMANDS OF CIBAT?

<p>16. Interviewee: una kay is bago mag CIBAT, bago mag,</p> <p>17. bago mi mag undergo sa CIBAT nag pa kondisyon nako daan.</p> <p>18. like months before the CIBAT gapa kondisyon nako, ga jogging,</p> <p>19. ga exercise na para kondisyon ka bago pa mag start ang CIBAT.</p>	<p>16-19 SJJ</p>	<p>Need to be in proper conditioning by jogging every day;</p>	<p>PROPER CONDITIONING</p>
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<p>29.Interviewee: sa physical kag sa mental health ko syempre ang pinaka una gid da</p> <p>30.ahhh, is bago mag training dapat naka prepared kagid,</p> <p>31.prepare mo lawas mo kag mindset mo.</p> <p>32.nga dapat pag ara ka sa sulod sa</p> <p>33.aahh kumbaga kung ara ka sa training dapat labaan mo gid pasensya mo,</p> <p>34.tapos bago mag training prepare gid</p> <p>35.ahhh, jogging, exercise, push-up, portante gid ng pushup kag ng jogging</p> <p>36.jogging syempre dapat galaba ang resistensya mo kag mag pakusog kagid</p> <p>37.kay tanan nga pangabudlay kung pwedi mo sal-on lalo na sa mga mates mo</p> <p>38.ahhh, nga nakita mo nga nabudlayan kung pwedi mo sal-on,</p> <p>39.sal-on mo nalang nga ikaw ka kaya mo kay syempre ikaw ang leader</p> <p>40.ikaw ang officers nga pakita mo gid saila nga dapat mas kusog kaysa saila</p> <p>41.hindi man sa pahambog at least ginahimo mo ang best mo para sa ikaayo nila kag</p> <p>42.ahh, amo lang gid na labaan mo pasensya mo, intindihon mo gid tanan nga sitwasyon</p> <p>43.kag dapat hindi</p>	<p>29-44</p> <p>SJA</p>	<p>Body and mind should be ready for the training;</p>	<p>PROPER</p> <p>CONDITIONING</p>
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<p>kagid mag padala dala sa emosyon mo o sa tanan nga pang 44.ahhh, pa low morale nga ginahimo saimo sang imo nga mga AI or Crim Instructor.</p>			
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<p>47. Interviewee: wala, wala sang tao nga nag bulig saakon para mag prepare.</p> <p>48. amo lang na ginahagad ko mga mates ko,</p> <p>49. kay syempre gusto ko kami maka survive kami tanan sa training,</p> <p>50. nahagad ko mga mates ko sila Andrew sila Demaala tanan nga kung sino gusto mag sabay,</p> <p>51. kay sa gc palang namon bago mag start ang ano</p> <p>52. ahhh, ginapanghambalan ko na daan sila nga prepare gid kami bago mag training</p> <p>53. amuna nga maghimo mag exercise kami jogging, tanan kami pakusog kami tanan.</p> <p>54. waay man sang siling nga saamon ga kanya2,</p> <p>55. ahhh, at least gina share gina share namon ang tanan gina inform</p> <p>56. nga dapat amuni ang himuon dapat mag pa kusog gid, ara na saila kung himuon nila or hindi.</p>	<p>47-56 SJA</p>	<p>Sharing the mindset among batchmates to be in proper condition by jogging and by being prepared;</p>	<p>PROPER CONDITIONING</p>
<p>23. Interviewee: siguro,</p> <p>24. ahh, ang strategy ko is i-reset ko gid ang sarili ko,</p> <p>25. mentally gin set ko siya na I'm not a Civilian anymore,</p> <p>26. na ano na siya this is also for myself na para ni siya,</p> <p>27. kumbaga pag pasok ko sa service hindi na siya ng ang typical lang nga pahayahay,</p> <p>28. syempre may mga adjustments na gi set ko talaga, mentally and physically.</p>	<p>23-28 MVA</p>	<p>Rebooting for Success Mental & Physical Resets During Internship Training</p>	<p>RIGHT MINDSET</p>

<p>14.Interviewee: before ko nag lakat, kaon jud kog banat, tapos</p> <p>15.ahh kanang wala man koy saktong tulog kay 4th year man</p> <p>16.ano lang kaon lang gyud daghan kay para pag abot didto dugangan ang kilo kay</p> <p>17.ahh, gamay daan akong kilo</p> <p>49 lang ko sito</p>	<p>14-17 MJD</p>	<p>Eating the Right food and Gaining the needed weight before training;</p>	<p>PROPER CONDITIONING</p>
<p>26.Interviewee: wala man gid sang damo nga strategy kay pag puli sa balay,</p> <p>27.ahhm, mang laba, damuon kaon, inom tubig,</p> <p>28.tapos matulog dayun para hindi kulang ang oras mo sa pag tulog tsaka may energy kapa pagka aga</p> <p>29. tsaka ano lang din mental health mo mag pray ka lang, pray ka nga pagka bukas okay kapa,</p> <p>30.Ahhm, na hindi kapa lokaloka ganun</p>	<p>26-30 MKL</p>	<p>Praying that after the training everything is okay;</p>	<p>THE POWER OF PRAYER</p>

<p>33. Interviewee: in reality, wala naman akong masyado ginagawa kasi,</p> <p>34. pagdating mo sa bahay pagod na yung katawan mo,</p> <p>35. pagod na din yung isip mo, kasi sa antok, pamaol, dapat ano lang relax, i-relax mo lang yung isip mo</p> <p>36. tsaka wagka masyado mag overthink,</p> <p>37. tsaka pag dating sa bahay relax mo lang ang katawan mo, konting inat-inat, wag ka mag ano,</p> <p>38. mag mag, like exercise exercise masyado, kasi mas maglala na ng imo nga pamaol, 39. na try ko nana ih, nag dumbbell ko pagka aga di ko na makaya akon lawas, inatinat lang tsaka relax,</p> <p>40. ahhm, mas maganda kasi kapag relax ka, wala ka masyadong iniisip na iba.</p>	<p>33-40 MKL</p>	<p>Rejuvenation and Focus, Exercise as Body and Mind Reset</p>	<p>FINDING RELAXATION</p>
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SOP NO. 3 WHAT DO STUDENT INTERNS LEARN ABOUT THEMSELVES AND ABOUT CRIMINOLOGY DURING CIBAT?			
<p>27. Interviewee: like, daghan for example ning mga</p> <p>28. ahhh, paano nimo ihandle ang situation</p> <p>29. especially kapag pressured naka, 30. kung paano nimo ihandle na siya, paano ang mga</p> <p>31. ahh ahhh ginatawag nila nga, ginatawag nila nga unsay tawag ana 32. ahhhhhh, ahhhh, actually</p>	<p>27-33 SJJ</p>	<p>Effective Strategies for Handling Pressure During Internship Training</p>	<p>Handling Pressure</p>

<p>daghan, nalimtan na nako sa kadaghan, (he laughed)</p> <p>33.mao lang to wala na kaayo koy maano, unsa gani tung question?</p>			
<p>37.Interviewee: like mga military tactics,</p> <p>38.ganyan mga military tactics, military trainings, especially tung mga ginahimo sa</p> <p>39.ahhh training sa mga</p> <p>40.ahh for example armies, police,</p> <p>41.so mao to among gihimo during CIBAT</p> <p>42.so naa nakoy ground daan tungod atong gihimo sa trainings center so pagkatapos saamong CIBAT so naa miy</p> <p>43.ahhh alam, naa namiy alam mag kung unsa ba ang ginahimo sa sulod sa training center.</p>	<p>37-43 SJJ</p>	<p>Unexpected Territory: Learning Military Tactics During Internship Training</p>	<p>GAINING RELEVANT KNOWLEDGE</p>
<p>60.Interviewee: during sang CIBAT hindi man lang physical exercise ang makuha mo didto o matun-an ka</p> <p>61.ahhh, damo man matun-an didto like mga lesson learned nga makuha didto</p> <p>62.ahhmm syempre didto hindi man siling nga puros training lang tanan may gina lecture man sainyo</p> <p>63.ginatudluan kamo paano ang survival</p> <p>64ahhh, tudluan sa ano sa rescue, mga amo sina</p> <p>65.ahhh, basic training kag</p>	<p>60-67 SJA</p>	<p>Effective Strategies for basic training, survival and rescue During Internship Training</p>	<p>GAINING RELEVANT KNOWLEDGE</p>

66.ahh basic knowledge 67.ahh regarding sa tri-bureau amo lang na.			
71.Interviewee: so wala man sang siling nga common nga gakatabo during training 72.kay daw tanan ginahimo man para ma build kag damo kami matun-an, 73.kay syempre ahh para ma-apply mo during intern, internship mona. 74.amuna nga damo damo gid gina tudlo didto ng may matun-an ka 75.ahh physical, mental, emotional, tanan2 gina tudlo didto para 76.aahhh, ma build ka as intern amuna.	71-76 SJA	Learning and Development for Internship Success	BUILDING YOUR FOUNDATION
41.Interviewee: mga natun-an ko during CIBAT, mga natun-an ko during CIBAT 42.ahmm kumbaga 43.ahh natun-an ko 44.ahmm kung paano mag (dogs barking) kung paano mag hulag, 45.kung paano mangabuhì sa tanan nga ano to be a man in uniform, men and women in uniform.	41-45 MVA	Learning to Lead as a Uniform Professional During Internship Training	GAINING RELEVANT KNOWLEDGE
48.Interviewee: siguro ano, to be ontime kasi ang pagiging on-time mo 49.kumbaga in-rush ka palagi, na lahat ng ginagawa mo is, 50. kumbaga (dogs barking) quickdecision making bala haw, amo gid to nakatabang saakon kay you have ten seconds to 51.kumbaga to ano eh to perform or to basta to do things bala haw you have ten seconds and hindi siya ten seconds na 1-2, kundi 1,2,3, 52.like quick thinking gid haw	48-52 MVA	Thinking on Your Feet Mastering Quick Decisions and Adjustments During Internship Training	VALUING TIME

<p>24.Interviewee: ang natun-an ko ano, 25.ahhhh,ng, interms sa physical , sa mga trainings</p> <p>26.kumbaga may ara nako advance knowledge abi halimbawa mag sulod ko sa tri-bureau,</p> <p>27.kumbaga sa training, may ara kana advance knowledge kung ano ang himuon didto sa sulod, 28.like may mga tung ginatudlo saimoha,</p>	<p>24-29 MJD</p>	<p>Head Start on Success Leveraging Existing Knowledge During Internship Training</p>	<p>GAINING RELEVANT KNOWLEDGE</p>
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<p>29.kumbaga amuto akon natun-an. Advance knowledge interms sa pagsulod sa tri-bureau.</p>			
<p>59.Interviewee: kung ano kadamo ang challenges sa training,</p> <p>60.ganun din ang learnings sobra pa siguro,</p> <p>61.I think mas naging disciplined ako, at mas na feel ko ang responsibilities ko lalo na at,</p> <p>62.Ahbm, I'm one of the aspirants or aspiring intern officers ako,</p> <p>63.iba kasi ang turing lalo na sa training sa mga aspirants kasi sila yung</p> <p>64.ahhh, pag pipilian kung sino yung mga Criminology Intern Officers, 65.also, mas nakilala ko ang mga personalities sang mga co-interns ko while training</p> <p>66.ahbm, at the same time mas nag boost amon nga bonding and camaraderie.</p>	<p>59-66 MKL</p>	<p>Growth Through Challenge - Building Discipline, Responsibility, and Camaraderie in Training</p>	<p>ESTABLISHING UNITY AND CAMARADERIE</p>

<p>70.Interviewee: I think ang common nga natabo during CIBAT training nga mas naging matatag ko bilang Intern is,</p> <p>71.while ga sing kami, ga kanta kami sang amon batch song,</p> <p>72.kasi gakanta kami sang amon, ginapakanta kami sang amon batch song kung</p> <p>73.ahmm may mga buddy's kami nga nabudlayan or like init-init na tapos 74.Makita kami sang mga AI or sang mga Instructors nga nabudlayan na kami,</p> <p>75.ginapakanta kami sang batch song para ma enhance ang amon nga</p> <p>76.ahhh morale ang amon nga mood, also mas narealize ko pagid</p> <p>77.ahhm, tung nag kanta kami sang batch song habang ga ulan, kanta kami didto ko gid na feel, na feel ang pain, ang desperation, ang sacrifices 78.and also, ang feelings sang akon nga mga upod didto ko na feel na hindi lang man gali ako,</p> <p>79.ang nabudlayan pati sila, hindi lang ako ang nabudlayan sa training, pati man gali sila,</p>	<p>70-82 MKL</p>	<p>Finding Strength Through Shared Experience Singing in the Rain as Trainees</p>	<p>ESTABLISHING UNITY AND CAMAREDERIE</p>
<p>80.so didto mas naging matatag ko, naging matatag ako para</p> <p>81.ahhm maging sandalan din nila kung sila mismo nanghihina na, 82.para one day maging matatag din</p> <p>sila bilang intern, at one day matutunan din nila, na maging sandalan din saiba.</p>			

SOP NO. 4 HOW DOES CIBAT PREPARE STUDENT INTERNS FOR THEIR FUTURE CAREERS IN CRIMINOLOGY?			
<p>45. Interviewee: again nu,</p> <p>46. nakabulig ang CIBAT kay naa namiy background daan, naa namiy</p> <p>47. ahh knowledge kung unsa man to among</p> <p>48. ahh kung musulod man mi sa service, especially sa tri-bureau, or sa</p> <p>49. ahmm, military naa namiy background sa kung unsa ang kalakaran sa sulod sa training center so dako gid siya nga bulig saamoa,</p> <p>50. ahh, especially saakoa, naa koy plano nga musulod sa service, so naa siyay edge,</p> <p>51. naa miy edge, labi na tung ga undergo sa CIBAT naa miy edge</p> <p>52. especially sa trainings naa nami knowledge daan.</p>	<p>45-52</p> <p>SJJ</p>	<p>Building Your Bridge to Service Leveraging Internship Training for a Fulfilling Career</p>	<p>BRIDGING THE PRESENT AND FUTURE</p>
<p>97. Interviewee: amo lang gyapon to,</p> <p>98. ahh syempre preparation gyapon exercise,</p> <p>99. ahh jogging, push-ups tanan nga exercise nga kung bal-an mo makabulig saimo lalo na preparation mo bago mag CIBAT. Amuto</p>	<p>97-99</p> <p>SJA</p>	<p>Preparation like jogging push-ups and others;</p>	<p>CONSTANT READINESS</p>
<p>54. Interviewee: siguro nakabulig ang</p> <p>CIBAT kay kumbaga meron na akong</p> <p>55. ahmmm, kumbaga idea dako-dako gid nga idea kung ano matabo kay isa sa mga budlay nga part sa pag sulod sa service is,</p> <p>56. yung training kay sa training ang iban dira gakarapatay,</p> <p>57. kumbaga amo sina, so doon palang alam ko na so gina,</p> <p>58. kumbaga sa hindi sa</p>	<p>54-60</p> <p>MVA</p>	<p>Having the right idea as to what the actual work feels like;</p>	<p>BRIDGING THE PRESENT AND FUTURE</p>

ginakahadlukan ko before ang CIBAT is to experience mga			
59.ahh unfamiliarity's, so pag nakapasok na ako sa training sa PNP or sa sa ano man nga tri-bureau, 60.hindi na ako unfamiliar sa mga bagay-bagay so mas kapado ko na mas madali nalang.			
31.Interviewee: ahmm ano, 32.ng ano lang, sa pagiging physically fit, snappy, tas amuto may advance knowledge kana gid nga hindi ka mabigla, 33. hindi ka ma culture shock, kay ano abi pag mabigla ka didto sa sulod, 34.kumbaga halimbawa basi mag quit ka, diri palang may ara na sang ano 35.ahhm, may mga knowledge kana nga hindi ka mabigla didto sa sulod sa ano sa training.	31-35 MJD	Learning the right discipline and not be surprised on what the new culture is in the future;	CONSTANT READINESS
85.Interviewee: Nakabulig siya saakon in a way na 86.Ahmm, ang training kasi hindi lang siya para sa field, na mag sulod ka sa law enforcement, 87.it is also a way para ma train ang sarili mo, at pakikitungo mo sa tao especially 88.ahm, if you aim to be a leader someday, even though hindi ko mag proceed sa Law Enforcement,	85-89 MKL	Being a leader someday, it prepares one through training;	BRIDGING THE PRESENT AND FUTURE;

89.at least I have the knowledge and skills that I learned na pwedi ko ma apply sa future career ko.			
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SOP NO. 5. WHAT ARE THE STUDENT INTERNS' HOPES AND ASPIRATIONS FOR THE FUTURE AFTER COMPLETING CIBAT?

54.Interviewee: daghan koy narealize nu	54-59 SJJ	Gearing Up for Success Essential Preparation Before Internship Training	BUILDING YOUR KNOWLEDGE BASE
55.ahh, nga dapat gyud nga bago ka musulod sa isa ka butang dapat ready ka always			
56.ahhh especially kapag musulod ka sa tri-bureau, or sa military service, dapat ready ka, dili lang mentally,			

57.dapat physically gyud kay dili basta-basta kung musulod ka sa training nu grabe siya ka rigid			
58.ahhh grabe ka hardcore ang training sa sulod, so dapat ready ka always og dapat			
59.ahhh mentally and physically strong ka para dili ka dali ma, mu give-up. Mao to siya.			

<p>101.Interviewee: amo na marealize mo tanan nga tanan nga gintudlo didto , 102 tanan nga pasakit, tanan nga gina pa low morale ka didto tanan ngato 103.ahh ginahimo saimo para syempre para mag kusog ka hindi lamang mag kusog ang lawas mo pati</p> <p>104.ahhh, ang mindset mo kag kung paano ka mag maging matured mag isip kag labaan pa pasensya mo</p> <p>105.lalo na sa tanan nga bagay, kay tanan nga pangabudlay</p> <p>106.ahh may ara gid sang ano, sang success nga ginatawag.</p>	<p>101-106 SJA</p>	<p>Unveiling Opportunities, The Transformative Power of Internship Training</p>	<p>BUILDING THE RIGHT CONFIDENCE</p>
<p>109.Interviewee: makabulig saimo eh lalo na kay intern officer ka,</p> <p>110.syempre ma guide mo gid mayo ang mga mates mo hindi lang mates mo syempre mga juniors mo ma guide mo man gihapon,</p> <p>111.ahh matagaan mo sila sang mga biskan gamay lang nga advice o learnings nga</p> <p>112.ahhh, kis-a sila gid ang mismo ang pinaka target lalo na dali dali sila ma low morale</p> <p>113.or damo sila problema lalo na kay amuni ang course ta very strikto kag tanan nga bagay tanan nga details</p> <p>114 ahhm ano is ano perti ka importante,</p> <p>115.amuna as leader or intern officer tanan nga natun-an mo kay advantage mo saila amuna ishare mo man saila.</p>	<p>109-115 SJA</p>	<p>A Treasure Trove of Knowledge Sharing Your Internship Training Insights with Juniors</p>	<p>EMPOWERMENT THROUGH KNOWLEDGE SHARING</p>

<p>62. Interviewee: na-realize ko after CIBAT nung graduation namen,</p> <p>63. kumbaga ang ending sang CIBAT is mag inom ka ng ano, ng,</p> <p>64. ahh criminology wine (dogs barking)</p>	62-66 MVA	From Confidence to Competence the Empowering Transformation of Internship Training	BUILDING THE RIGHT CONFIDENCE
<p>65. ahh ano lang siya typical na wine, and naga represent na siya nga natapos niyo ang training,</p> <p>66. so, after that na realize ko na ahh okay I am capable of things.</p>			
<p>68. Interviewee: nakabulig siya saakon, in a sense na sabi ko sa sarili ko na</p> <p>69. ahhm, if the day will come na makapasok ako sa service alam ko na na kaya ko.</p>	68-69 MVA	From Confidence to Competence the Empowering Transformation of Internship Training	BUILDING THE RIGHT CONFIDENCE
<p>71. Interviewee: after the CIBAT, may realizations na</p> <p>72. ahh maganda pala, okay pala yung mga, okay pala yung mga unnecessary na mga bagay-nagay na akala ko dati</p> <p>73. ahhm, ito pampahirap lang to sa students, hindi pala.</p> <p>74. so, by that alam ko na very helpful gid ang CIBAT saakon.</p>	71-74 MVA	Unexpected Gems, How Training Benefits You Beyond the Task	GAINING LIFELONG SKILLS

<p>92. Interviewee: after the CIBAT training kung habang nag ti-train palang kayo</p> <p>93. parang gusto mo ng tapusin agad dahil nakakapagod na,</p> <p>94. pero nung graduation na didto ko narealize na parang nakakamiss ang experience, at parang kulang pa,</p> <p>95. kasi masaya eh, masaya na may sakit pero masaya ang experience</p> <p>96. also, I've realized that our training finally ended but it wasn't the end for me,</p> <p>97. it was actually the beginning for my growth as a person, as a leader, as a student and also as someone who</p> <p>98. ahm, can prove his or her worth experience and after all that hardships and pagdududa sa sarili,</p> <p>99. I can actually say that I am proud of myself and for ah proud of my buddies for achieving this in our life.</p>	<p>92-99 MKL</p>	<p>Gaining a lot of non-material things like knowledge and friends;</p>	<p>EARNING VALUABLE CONNECTION S</p>
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APPENDIX E

TRANSCRIPTION OF DATA

- Interviewer: Goodafternoon, Sir. Ano ang mga naagyan mo nga mga challenges during sang CIBAT niyo sir?
- Interviewee: tung mga naagyan ko nga challenges during CIBAT?
- kay dalawa, gina challenge ka physically kag gina challenge ka mentally.
- gina challenge ka physically
- ahh when it comes to ano, gina,
- gina masi-masi mo every day,
- tapos gina challenge imoha nga pagka physically fit, gina masi-masi mo every day,
- naay ginatawag nga dili man siya sakit gyud pero ginasakit mo para i-challenge imohang pang lawas.
- Ikaduha, gina challenge mo mentally,

10. gina, saywar, naay ginatawag na psychological welfare tapos kanang wala kay tarong tulog para ma challenge imohang
11. ahhhh, pangutok kung asa ka taman. Mao to ang challenge.
12. Interviewer: so,unsa imong gibuhat sir para makayanan na sir?
13. Interviewee: so akong gibuhat is mag ano lang,
14. mag follow orders, follow, follow legal orders para makayanan lang ang tanan. Mao lang to
15. Interviewer: ahh, unsa imong mga strategies nga gihimo sir para maging physically and mentally fit ka sir?
16. Interviewee: una kay is bago mag CIBAT, bago mag,
17. bago mi mag undergo sa CIBAT nag pa kondisyon nako daan.
18. like months before the CIBAT gapa kondisyon nako, ga jogging, 19. ga exercise na para kondisyon ka bago pa mag start ang CIBAT.
20. Interviewer: ahh, so paano na siya nakabulig saimo sir kanang mga preparations ngana sir?
21. Interviewee: dako siyang bulig nu kay pag abot nako or pag
22. ahmm start na sa CIBAT dili na kaayo ko malisudan, sa masi-masi,
23. okay na kaayo dili na kaayo ko
24. ahh mamaguhan dili na kaayo mabaguhan akong lawas kay
25. ahhm nasanay na during sa preparation nako bago ang CIBAT.
26. Interviewer: ahh so okay sir, unsa imong mga natun-an sir during CIBAT?
27. Interviewee: like, daghan for example ning mga
28. ahhhh, paano nimo ihandle ang situation
29. especially kapag pressured naka,
30. kung paano nimo ihandle na siya, paano ang mga
31. ahh ahhhh ginatawag nila nga, ginatawag nila nga unsay tawag ana
32. ahhhhhh, ahhhh, actually daghan, nalimtan na nako sa kadaghan, (he laughed)
33. mao lang to wala na kaayo koy maano, unsa gani tung question? 34. Interviewer: ahh ano ang mga natun-an during CIBAT
35. Interviewee: natun-an?
36. Interviewer: yes sir, mga natun-an nimo sir
37. Interviewee: like mga military tactics,
38. ganyan mga military tactics, military trainings, especially tung mga ginahimo sa
39. ahhhh training sa mga
40. ahh for example armies, police,
41. so mao to among gihimo during CIBAT
42. so naa nakoy ground daan tungod atong gihimo sa trainings center so pagkatapos saamong CIBAT so naa miy
43. ahhhh alam, naa namiy alam mag kung unsa ba ang ginahimo sa sulod sa training center.
44. Interviewer: ahh, so paano nakabulig ang CIBAT saimo Sir,para mag prepare ka sa future career mo?
45. Interviewee: again nu,
46. nakabulig ang CIBAT kay naa namiy background daan, naa namiy
47. ahh knowledge kung unsa man to among

48. ahh kung musulod man mi sa service, especially sa tri-bureau, or sa
49. ahmm, military naa namiy background sa kung unsa ang kalakaran sa sulod sa training center so dako gid siya nga bulig saamoa,
50. ahh, especially saakoa, naa koy plano nga musulod sa service, so naa siyay edge, 51. naa miy edge, labi na tung ga undergo sa CIBAT naa miy edge
52. especially sa trainings naa nami knowledge daan.
53. Interviewer: pag human sanyong CIBAT sir, unsa imong mga na realize?
54. Interviewee: daghan koy narealize nu
55. ahh, nga dapat gyud nga bago ka musulod sa isa ka butang dapat ready ka always
56. ahhh especially kapag musulod ka sa tri-bureau, or sa military service, dapat ready ka, dili lang mentally,
57. dapat physically gyud kay dili basta-basta kung musulod ka sa training nu grabe siya ka rigid
58. ahhh grabe ka hardcore ang training sa sulod, so dapat ready ka always og dapat
59. ahhh mentally and physically strong ka para dili ka dali ma, mu give-up. Mao to siya.

TRANSCRIPTION OF DATA

1. Interviewer: so goodafternoon, sir.
2. ahm bali amuni ang first nga question,
3. Ano ang mga naagyan mo nga challenges during sang CIBAT niyo Sir?
4. Interviewee: ahm, goodafternoon.
5. during sang CIBAT namon ang challenges nga naagyan ko is, damo man
6. ahm, mentally, physically nga
7. ahh challenges kag ginatawag man nga training.
8. so syempre layo ka na sa family mo
9. ahhh, kay ti sato nga time sa school man to, tapos dapat kaagahon didto kana
10. amuto wala nako di gapuli di sa balay, sa classmate ko didto ko ginapatulog sa classmates ko tapos
11. ga aspire kaman nga officers amuna nga syempre dawaton mo gid tanan nga pangabudlay
12. kag iba ang treatment sanyo. Amo lang na
13. Interviewer: maliban sa pagka layo mo sa pamilya mo sir,
14. ano pagid nga challenge ang feeling mo nga daw mas nabudlayan kagid?
15. Interviewee: ang pinaka nabudlayan ko nga challenge is,
16. kung paano i-handle ang mga mates mo, syempre parehas lang kamo isa lang kamo ka batch,
17. ikaw as team leader ka or as ga aspire nga maging officer
18. intern officer syempre dapat kailangan mo maging ano
19. pakita mo saila kung pa paano ka sundon,
20. paano ka nila patihon as advance, kag bal-an man nila syempre as Intern Officer 21. mas advantage kag damo ka nabal-an kesa saila kay syempre selected kamo sina.
22. so dira mo gid pakita saila nga kung nga hindi mo man masiling nga
23. dapat ikaw gid ang pillion nga officer pero syempre dapat,
24. ipaintindi mo saila kag kung paano ka nila sundon, 25. sa tama nga way kag hin hindi sa siling nga pamugos.
26. Interviewer: okay sir,

27. so saano naman sir sa physical and mental health mo sir
28. ano ang mga strategies nga gihimo mo sir?
29. Interviewee: sa physical kag sa mental health ko syempre ang pinaka una gid da 30. ahhh, is bago mag training dapat naka prepared kagid,
31. prepare mo lawas mo kag mindset mo.
32. nga dapat pag ara ka sa sulod sa
33. aahh kumbaga kung ara ka sa training dapat labaan mo gid pasensya mo,
34. tapos bago mag training prepare gid
35. ahhhh, jogging, exercise, push-up, portante gid ng push-up kag ng jogging
36. jogging syempre dapat galaba ang resistensya mo kag mag pakusog kagid
37. kay tanan nga pangabudlay kung pwedi mo sal-on lalo na sa mga mates mo
38. ahhhh, nga nakita mo nga nabudlayan kung pwedi mo sal-on,
39. sal-on mo nalang nga ikaw ka kaya mo kay syempre ikaw ang leader
40. ikaw ang officers nga pakita mo gid saila nga dapat mas kusog kaysa saila
41. hindi man sa pahambog at least ginahimo mo ang best mo para sa ikaayo nila kag
42. ahh, amo lang gid na labaan mo pasensya mo, intindihon mo gid tanan nga sitwasyon
43. kag dapat hindi kagid mag padala dala sa emosyon mo o sa tanan nga pang
44. ahhhh, pa low morale nga ginahimo saimo sang imo nga mga AI or Crim Instructor. 45. Interviewer: okay sir, so bali sa gihambal mo sir nga preparation like exercises
46. ahh, may mga tao or bagay ba nga nag bulig saimo sir para mag prepare?
47. Interviewee: wala, wala sang tao nga nag bulig saakon para mag prepare.
48. amo lang na ginahagad ko mga mates ko,
49. kay syempre gusto ko kami maka survive kami tanan sa training,
50. nahagad ko mga mates ko sila Andrew sila Demaala tanan nga kung sino gusto mag sabay,
51. kay sa gc palang namon bago mag start ang ano
52. ahhhh, ginapanghambalan ko na daan sila nga prepare gid kami bago mag training 53. amuna nga maghimo mag exercise kami jogging, tanan kami pakusog kami tanan.
54. . waay man sang siling nga saamon ga kanya2,
55. ahhhh, at least gina share gina share namon ang tanan gina inform
56. nga dapat amuni ang himuon dapat mag pa kusog gid, ara na saila kung himuon nila or hindi.
57. Interviewer: okay sir,
58. ahmm so sir sa ano during sang CIBAT niyo Sir,
59. maliban sa mga physical exercises ano ang mga natun-an mo sir?
60. Interviewee: during sang CIBAT hindi man lang physical exercise ang makuha mo didto o matun-an ka
61. ahhhh, damo man matun-an didto like mga lesson learned nga makuha didto
62. ahmm syempre didto hindi man siling nga puros training lang tanan may gina lecture man sainyo
63. ginatudluan kamo paano ang survival
64. ahhhh, tudluan sa ano sa rescue, mga amo sina
65. ahhhh, basic training kag
66. ahh basic knowledge
67. ahh regarding sa tri-bureau amo lang na.

68. Interviewer: ahh okay sir,
69. so bali sir during sang CIBAT niyo sir ano ang mga common nga natabo
70. para mas maging matatag ka bilang intern?
71. Interviewee: so wala man sang siling nga common nga gakatabo during training
72. kay daw tanan ginahimo man para ma build kag damo kami matun-an,
73. kay syempre ahh para ma-apply mo during intern, internship mona.
74. amuna nga damo damo gid gina tudlo didto ng may matun-an ka
75. ahh physical, mental, emotional, tanan2 gina tudlo didto para
76. aahhhh, ma build ka as intern amuna.
77. Interviewer: ahh okay sir,
78. so bali sa mga ginhabal mo sir paano na siya naka bulig saimo sir?
79. Interviewee: ahhm ano
80. dako nga bulig kay syempre kung ano kami subong nga intern,
81. syempre kung ano mga natun-an namon during training
82. amo man na ang gina apply namon subong as intern kami,
83. like syempre sa sunod matudlo man na namon sa mga juniors namon kung ano ang mga natud-an namon
84. hindi lang sa tanan nga gintudlo nila at least sa mga experience namon or
85. ahhh, lapses namon nga nakuha namon o o lesson learned.
86. Interviewer: ayy okay sir,
87. so paano nakabulig ang CIBAT saimo para mag prepare sa future career mo sir?
88. Interviewee: ahh makabulig siya kay didto sa CIBAT ,
89. damo gid damo gid matun-an didto lalo na sa training nga mahambal nila nga ang training sa CIBAT
90. ahh daw guide man gihapon nga training lalo na magsulod ka tri-bureau.
91. kay syempre didto kung ano gitudlo sa CIBAT hindi man tanan
92. pero daw halos tanan nga naagyan mo sa CIBAT magamit mo gid kay amo gid to ang matabo daw during tri-bureau
93. kay syempre ang mga gatudlo saamon nga iban nga AI kay ano man iban
94. aahh ara na sa tri-bureau or mga professionals na.
95. Interviewer: okay sir, so sa ginhabal mo sir,
96. ano ang mga strategies mo sina sir kag paano na siya nakabulig saimo?
97. Interviewee: amo lang gyapon to,
98. ahh syempre preparation gyapon exercise,
99. ahh jogging, push-ups tanan nga exercise nga kung bal-an mo makabulig saimo lalo na preparation mo bago mag CIBAT. Amuto
100. Interviewer: okay sir, so pagtapos sang CIBAT ninyo sir ano mga na realize mo?
101. Interviewee: amo na marealize mo tanan nga tanan nga gintudlo didto ,
102. tanan nga pasakit, tanan nga gina pa low morale ka didto tanan ngato
103. ahh ginahimo saimo para syempre para mag kusog ka hindi lamang mag kusog ang lawas mo pati

104. ahhh, ang mindset mo kag kung paano ka mag maging matured mag isip kag labaan pa pasensya mo
105. lalo na sa tanan nga bagay, kay tanan nga pangabudlay 106. ahh may ara gid sang ano, sang success nga ginatawag.
107. Interviewer: ah okay sir,
108. so bali sa tanan nga realizations mo sir paano na nakabulig saimo sir?
109. Interviewee: makabulig saimo eh lalo na kay intern officer ka,
110. syempre ma guide mo gid mayo ang mga mates mo hindi lang mates mo syempre mga juniors mo ma guide mo man gihapon,
111. ah matagaan mo sila sang mga biskan gamay lang nga advice o learnings nga
112. ahhh, kis-a sila gid ang mismo ang pinaka target lalo na dali dali sila ma low morale
113. or damo sila problema lalo na kay amuni ang course ta very strikto kag tanan nga bagay tanan nga details
114. ahhm ano is ano perti ka importante,
115. amuna as leader or intern officer tanan nga natun-an mo kay advantage mo saila amuna ishare mo man saila.

TRANSCRIPTION OF DATA

1. Interviewer: Goodmorning Ma'am,
2. mag start ko question number 1 ma'am,
3. ano ang mga naagyan mo nga challenges during sang CIBAT niyo Ma'am?
4. Interviewee: siguro ang first thing nga naagyan ko sa CIBAT is sang
5. tsk narealize ko nga layo nako sa balay, and na realize ko nga wala nako sa comfort zone ko,
6. ahhm, nga maka experience gid ko sang mga kumbaga unfamiliarity's na
7. ahhm, bagay bagay na unusual saakon on my daily basis.
8. Interviewer: okay ma'am,
9. tapos ano ang sa tanan nga gihambal mo ma'am,
10. ano sa feeling mo nga daw nabudlayan kagid?
11. Interviewee: ng nabudlayan gid ko?
12. siguro sa mga simply nga mga bagay for example is tulugan, kaunon,
13. ahhm, ning mga basic nga amo sina kumbaga sa,
14. saano is basic lang siya pero dako nga impact saimo,
15. kung paano ka maka perform sa adlaw-adlaw mo.
16. Interviewer: ah, okay ma'am.
17. tapos ano ang gihimo mo ma'am para ma kayanan ng challenge ngana?
18. Interviewee: siguro to adopt, kasi diba? people ano
19. ahmm, must adopt things, mga bagay-bagay, mga hayop gani

20. ahhm, naga adopt how much more ang mga tao diba?
21. Interviewer: Okay ahm,
22. second Ma'am is ano ang mga strategies nga gihimo mo para sa physical and mental health mo?
23. Interviewee: siguro,
24. ahh, ang strategy ko is i-reset ko gid ang sarili ko,
25. mentally gin set ko siya na I'm not a Civilian anymore,
26. na ano na siya this is also for myself na para ni siya,
27. kumbaga pag pasok ko sa service hindi na siya ng ang typical lang nga pahayahay,
28. syempre may mga adjustments na gi set ko talaga, mentally and physically. (dogs barking)
29. Interviewer: paano nakabulig saimo ng mga preparations ngana saimo nga
30. ahhm, physical and mental health?
31. Interviewee: nakabulig siya in a way na hindi ko nabudlayan to adjust, kumbaga
32. ahh those preparations
33. ahmm those preparations are ano saakon
34. ahmmm (unnecessary sound) kumbaga mas naging ano ko
35. ahh teachable ahmm.
36. Interviewer: may bagay or tao ba nga nag bulig saimo sa preparation mo mentally and physically?
37. Interviewee: wala paman kami sito ni Gab (unnecessary sound) so,
38. ahh, siguro nakabulig sakon is sarili ko lang gid ih.
39. Interviewer: ahmm okay,
40. next ma'am is ano ang mga natun-an mo during CIBAT?
41. Interviewee: mga natun-an ko during CIBAT, mga natun-an ko during CIBAT
42. ahmm kumbaga
43. ahh natun-an ko
44. ahmm kung paano mag (dogs barking) kung paano mag hulag,
45. kung paano mangabuhi sa tanan nga ano to be a man in uniform, men and women in uniform.
46. Interviewer: during CIBAT,
47. ano ang mga common nga natabo para mas maging matatag ka bilang intern?
48. Interviewee: siguro ano, to be on-time kasi ang pagiging on-time mo
49. kumbaga in-rush ka palagi, na lahat ng ginagawa mo is,
50. kumbaga (dogs barking) quick-decision making bala haw, amo gid to nakatabang saakon kay you have ten seconds to
51. kumbaga to ano eh to perform or to basta to do things bala haw you have ten seconds and hindi siya ten seconds na 1-2, kundi 1,2,3,
52. like quick thinking gid haw (unnecessary sound).
53. Interviewer: paano nakabulig ang CIBAT saimo para mag prepare ka sa future career mo ma'am?
54. Interviewee: siguro nakabulig ang CIBAT kay kumbaga meron na akong
55. ahmmm, kumbaga idea dako-dako gid nga idea kung ano matabo kay isa sa mga budlay nga part sa pag sulod sa service is,
56. yung training kay sa training ang iban dira gakarapatay,
57. kumbaga amo sina, so doon palang alam ko na so gina,

58. kumbaga sa hindi sa ginakahadlukan ko before ang CIBAT is to experience mga
59. ahh unfamiliarity's, so pag nakapasok na ako sa training sa PNP or sa sa ano man nga tribureau,
60. hindi na ako unfamiliar sa mga bagay-bagay so mas kapado ko na mas madali nalang.
61. Interviewer: pagtapos sang CIBAT niyo ma'am ano ang mga na realize mo?
62. Interviewee: na-realize ko after CIBAT nung graduation namen,
63. kumbaga ang ending sang CIBAT is mag inom ka ng ano, ng,
64. ahh criminology wine (dogs barking)
65. ahh ano lang siya typical na wine, and naga represent na siya nga natapos niyo ang training,
66. so, after that na realize ko na ahh okay I am capable of things.
67. Interviewer: paano nakabulig saimo ng mga (unnecessary sound) realizations ngana ma'am?
68. Interviewee: nakabulig siya saakon, in a sense na sabi ko sa sarili ko na
69. ahhm, if the day will come na makapasok ako sa service alam ko na na kaya ko.
70. Interviewer: ahh so, ano ang mga realizations mo para maabot ang mithiin mo?
71. Interviewee: after the CIBAT, may realizations na
72. ahh maganda pala, okay pala yung mga, okay pala yung mga unnecessary na mga bagaynagay na akala ko dati
73. ahhm, ito pampahirap lang to sa students, hindi pala.
74. so, by that alam ko na very helpful gid ang CIBAT saakon.

TRANSCRIPTION OF DATA

1. Interviewer: Goodmorning Ma'am, mag start ko question ma'am,
2. ahhm, ano ang mga naagyan mo nga challenges during sang CIBAT niyo ma'am?
3. Interviewee: ahh, challenges ng ano,
4. ng, ng challenges saakoa is kanang, dili ko sanay kulang akong kaon,
5. like di on-time ang kaon tapos ng hindi maka ligo, na ano abi ng maka ligo ka diri didto hindi kana makaligo,
6. ahhm, ng mga ing-ana, pero sa ano, sa training okay lang man saakoa makaya lang man.
7. Interviewer: ahh, so unsa imong gibuhay ma'am,
8. para makaya tung challenge ngato ma'am, nga gihambal mo?
9. Interviewee: ano lang,
10. ahh nag search ko sa youtube, mga before kami nag in nag search ko sa youtube kung ano ang himuon
11. like, advance ano ba, tips kay paspasanay man nag lihok didto. Amo lang to, nag search lang.
12. Interviewer: tapos, ano ang mga strategies mo nga gihimo ma'am,
13. para sa physical and mental health mo?
14. Interviewee: before ko nag lakat, kaon jud kog banat, tapos
15. ahh kanang wala man koy saktong tulog kay 4th year man
16. ano lang kaon lang gyud daghan kay para pag abot didto dugangan ang kilo kay
17. ahh, gamay daan akong kilo 49 lang ko sito
18. Interviewer: paano nakabulig ng preparation mo ngana saimo ma'am?
19. Interviewee: like ang preparation ko, pag abot didto,

20. patas gani sito hindi on-time ang imo kaon didto ti kumbaga daw ma prepare ka,
21. kumbaga daw hindi ka kaayo magutman ba kay ang bawas saimo kilo hindi bigla mag dako
22. ahhm, ang bawas gid saimo kay naka prepare ka naman before.
23. Interviewer: okay ma'am so, during sang CIBAT niyo Ma'am ano ang mga natun-an mo?
24. Interviewee: ang natun-an ko ano,
25. ahhhh,ng, interms sa physical , sa mga trainings
26. kumbaga may ara nako advance knowledge abi halimbawa mag sulod ko sa tri-bureau,
27. kumbaga sa training, may ara kana advance knowledge kung ano ang himuon didto sa sulod,
28. like may mga tung ginatudlo saimoha,
29. kumbaga amuto akon natun-an. Advance knowledge interms sa pagsulod sa tri-bureau.
30. Interviewer: paano nakabulig ang CIBAT saimo para ma prepare ka sa future career mo ma'am?
31. Interviewee: ahmm ano,
32. ng ano lang, sa pagiging physically fit, snappy, tas amuto may advance knowledge kana gid nga hindi ka mabigla,
33. hindi ka ma culture shock, kay ano abi pag mabigla ka didto sa sulod,
34. kumbaga halimbawa basi mag quit ka, diri palang may ara na sang ano
35. ahhm, may mga knowledge kana nga hindi ka mabigla didto sa sulod sa ano sa training.
36. Interviewer: pag tapos sang CIBAT niyo Ma'am, ano ang mga na realize mo ma'am?
37. Interviewee: ang narealize ko ano, ng, HAHAAH ngaa nagkuha ko sang Criminology,
38. ahmm ng okay lang man siya ah ng realization ko lang, okay lang siya saakoa abi kay,
39. kumbaga daw sanay man abi ko, na realize ko lang nga ano siya, nga
40. ahh, kumbaga ako as a-ano man abi ang more on academe abi ko
41. kumbaga ang pag take sang CIBAT
42. kumbaga abi less lang iya nga makuha nga ano,
43. kumbaga kung ang school abi naga aim og kanang mga top notcher, mga ing-ana,
44. kumbaga ang pag ano og CIBAT daw ano lang siya daw makahatag lang siya kapoy abi para lang saakon hah,
45. makahatag siya kapoy tapos stress sa student's kay syempre patas sina, pag balik na kapoy na kumbaga
46. ahhh, bawi sila sa lawas nila hindi ma focusan ang ila academe
47. kumbaga ahhh, usually karon patas sina sa gawas tri-bureau ang mga criminology graduate hindi pag apply sa tri-bureau kay ang gina kuha tung mga LET nga nakapasa it is because na focusan sila sa Academe,
48. kumbaga wala sila ginatagaan sang mga physical mga ing-ana para lang saakon.
49. Interviewer: so, feeling mo ma'am,
50. ng realizations mo ngana paano siya nakabulig saimo or ano ang impact?
51. Interviewee: ahmm, ano lang realization ko, impact kumbaga
52. ahh, ano nalang, basta narealize ko daw wala siya may naano saakon
53. kumbaga para saakon ako nalang ang mag try hard nga
54. kumbaga apason ko nalang kung ano tung kulang ko in terms sa mga 55. ahhm, trainings para maano siya ma cope-up ko siya, amo lang to.

TRANSCRIPTION OF DATA

1. Interviewer: Hello, Ma'am. Goodevening po!
2. So, here's the first question po,
3. ano ang mga challenges mo naagyan mo during CIBAT niyo Ma'am?
4. Interviewee: Goodevening,
5. so, to answer your question,
6. actually damo challenges sa CIBAT training, lalo na kung hindi ka prepared mentally, physically and spiritually,
7. ah, kasi kung wala ka ng tatlo na yan, baldado ka talaga no question.
8. So, on my part ang pinakahirap siguro maliban sa exercises or ipagawa sainyo, siguro is yung labanan ng antok.
9. Kasi kahit yung training namen is uwian before 3am dapat naka form na kayo, ready na ang mga banner per teams tsaka dapat kompleto ang members
10. then, uuwi kayo between 7 to 8pm.
11. Then before kayo matulog, maglalaba pa ng BDU, tsaka combat shoes kasi gagamitin niyo yan hanggang matapos ang training.
12. Then may oras din kasi minsan sa training na patutulugin kayo
13. Ahhm, lahat para maka pag pahinga, pero dapat walang maingay then dapat secure mo yung wooden riffle mo,
14. kasi kapag yan nakuha ng tulog ka, bad news sayo at may consequence ka,
15. minsan din yung feeling na nakapikit ka, pero alert naman senses mo pero di mo namalayan na nakatulog ka,
16. then bigla nalang sisigaw yung Marcher mo na Talupad,
17. ay naku biglang bangon talaga kahit feeling mo binagsakan ka ng langit at lupa ,
18. kaya ginagawa ko is sunod parin pinapagalaw ko lang katawan ko,
19. kahit medjo lipong-lipong pa,
20. kasi kahit mga kasama ko same lang din naman, lipong din halata sa mukha at matatawa ka nalang talaga.
21. Interviewer: As in Ma'am?
22. Ahh okay Ma'am, so ano ang gihimo para makayanan tung Challenge ngato Ma'am?
23. Interviewee: Mind over Body lang ganun, kasi kapag huli ka ikaw parin baldado.
24. Interviewer: Okay Ma'am, next question Ma'am is,
25. ano ang mga strategies nga gihimo mo para sa Physical and Mental Health mo Ma'am?
26. Interviewee: wala man gid sang damo nga strategy kay pag puli sa balay,
27. ahhm, mang laba, damuon kaon, inom tubig,
28. tapos matulog dayun para hindi kulang ang oras mo sa pag tulog tsaka may energy kapa pagka aga
29. tsaka ano lang din mental health mo mag pray ka lang, pray ka nga pagka bukas okay kapa,
30. Ahhm, na hindi kapa loka-loka ganun
31. Interviewer: Ahh okay Ma'am,
32. so ano ang gihimo mo para maging physically and mentally fit ka ma'am?
33. Interviewee: in reality, wala naman akong masyado ginagawa kasi,

34. pagdating mo sa bahay pagod na yung katawan mo,
35. pagod na din yung isip mo, kasi sa antok, pamaol, dapat ano lang relax, i-relax mo lang yung isip mo
36. tsaka wagka masyado mag overthink,
37. tsaka pag dating sa bahay relax mo lang ang katawan mo, konting inat-inat, wag ka mag ano,
38. mag mag, like exercise exercise masyado, kasi mas maglala na ng imo nga pamaol,
39. na try ko nana ih, nag dumbbell ko pagka aga di ko na makaya akon lawas, inat-inat lang tsaka relax,
40. ahhm, mas maganda kasi kapag relax ka, wala ka masyadong iniisip na iba.
41. Interviewer: Ahh okay Ma'am,
42. so paano na siya nakabulig saimo ng preparations mo ngana Ma'am?
43. Like sa hmbal mo nga relax lang amo sina?
44. Interviewee: If you have a relax mind, and your body will also be going into relaxation mode,
45. mas makakaisip ka, kung anong gagawin mo bukas,
46. tsaka pag gising mo, wala masyadong problema kang iniisip mas madadalalan ka sa pag gawa at pag prepare mo ganun.
47. Interviewer: ahh okay Ma'am,
48. so sa mga preparations mo ngana and strategies Ma'am,
49. may ara ba sang tao or bagay nga nag bulig saimo sap ag prepare mentally and physically?
50. Interviewee: Oo meron, very thankful ako sa mga buddies ko,
51. mga classmates tsaka sa mga barkada ko,
52. kasi minsan sa balay na sila gatulog, at least may salakyan ko,
53. ahhm motor nga masakyan pakadto sa School,
54. ahhh 2am dapat ara na tsaka thankful din ako kasi, yung mga buddies namen, hindi kagid pag pabay-an,
55. lalo na kung ahh napakaon sili, may ara gid na sila nga mga chocolates nga baon na gaan kagid nila,
56. so thankful gid ako sa kanila.
57. Interviewer: Okay Ma'am, let's proceed to question number 3.
58. So, during sang CIBAT niyo Ma'am, ano ang mga natun-an mo?
59. Interviewee: kung ano kadamo ang challenges sa training,
60. ganun din ang learnings sobra pa siguro,
61. I think mas naging disciplined ako, at mas na feel ko ang responsibilities ko lalo na at,
62. Ahhm, I'm one of the aspirants or aspiring intern officers ako,
63. iba kasi ang turing lalo na sa training sa mga aspirants kasi sila yung
64. ahhh, pag pipilian kung sino yung mga Criminology Intern Officers,
65. also, mas nakilala ko ang mga personalities sang mga co-interns ko while training
66. ahhm, at the same time mas nag boost amon nga bonding and camaraderie.
67. Interviewer: Ahh okay Ma'am,
68. So, during sang CIBAT niyo Ma'am,
69. ano ang mahambal mo nga common nga natabo para mas maging matatag ka subong bilang Intern?

70. Interviewee: I think ang common nga natabo during CIBAT training nga mas naging matatag ko bilang Intern is,
71. while ga sing kami, ga kanta kami sang amon batch song,
72. kasi gakanta kami sang amon, ginapakanta kami sang amon batch song kung
73. ahmm may mga buddy's kami nga nabudlayan or like init-init na tapos
74. Makita kami sang mga AI or sang mga Instructors nga nabudlayan na kami,
75. ginapakanta kami sang batch song para ma enhance ang amon nga
76. ahhh morale ang amon nga mood, also mas narealize ko pagid
77. ahhm, tung nag kanta kami sang batch song habang ga ulan, kanta kami didto ko gid na feel, na feel ang pain, ang desperation, ang sacrifices
78. and also, ang feelings sang akon nga mga upod didto ko na feel na hindi lang man gali ako,
79. ang nabudlayan pati sila, hindi lang ako ang nabudlayan sa training, pati man gali sila,
80. so didto mas naging matatag ko, naging matatag ako para
81. ahhm maging sandalan din nila kung sila mismo nanghihina na,
82. para one day maging matatag din sila bilang intern, at one day matutunan din nila, na maging sandalan din saiba.
83. Interviewer: Ayy okay, Ma'am.
84. So, let's proceed to question number 4 ma'am, paano nakabulig ang CIBAT saimo para mag prepare ka saimo future career?
85. Interviewee: Nakabulig siya saakon in a way na
86. Ahmm, ang training kasi hindi lang siya para sa field, na mag sulod ka sa law enforcement,
87. it is also a way para ma train ang sarili mo, at pakikitungo mo sa tao especially
88. ahm, if you aim to be a leader someday, even though hindi ko mag proceed sa Law Enforcement,
89. at least I have the knowledge and skills that I learned na pwedi ko ma apply sa future career ko.
90. Interviewer: Ahh okay, Ma'am.
91. So, pagtapos sang CIBAT niyo Ma'am ano ang mga realizations mo Ma'am?
92. Interviewee: after the CIBAT training kung habang nag ti-train palang kayo
93. parang gusto mo ng tapusin agad dahil nakakapagod na,
94. pero nung graduation na didto ko narealize na parang nakakamiss ang experience, at parang kulang pa,
95. kasi masaya eh, masaya na may sakit pero masaya ang experience
96. also, I've realized that our training finally ended but it wasn't the end for me,
97. it was actually the beginning for my growth as a person, as a leader, as a student and also as someone who
98. ahhm, can prove his or her worth experience and after all that hardships and pagdududa sa sarili,
99. I can actually say that I am proud of myself and for ahh proud of my buddies for achieving this in our life.



APPENDIX F

CERTIFICATE OF GRAMMARIAN

CURRICULUM VITAE

PERSONAL INFORMATION

Name : Analou P. Galvez

Age : 24 yrs. old

Birthdate : August 31, 2000

Birth Place : Tulunan, North Cotabato

Address : Purok 1, Bual, Tulunan, North Cotabato

Sex : Female

Civil Status : Single

Citizenship : Filipino

Religion : Pentecostal

Ethnicity : Ilonggo

Father's Name : Ronnie B. Galvez

Mother's Name : Lusan P. Galvez



EDUCATIONAL BACKGROUND

Tertiary: Ramon Magsaysay Memorial Colleges – Marbel Inc.

(Bachelor of Science and Criminology)

Senior High School: Central Mindanao Colleges, Kidapawan City

Secondary: Notre Dame of Tulunan

Elementary: Bual Elementary School