Challenges of the Criminology Students during the Internship Program: A Qualitative Study

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ABSTRACT

The internship program is a crucial component of criminology education, providing students with practical experience in law enforcement settings. This study investigates the multifaceted challenges that criminology intern's face during their internships, aiming to identify key areas that need improvement to enhance their overall learning experience and academic success. The study used a qualitative approach using the phenomenological research design to explore the lived experiences of ten (10) criminology interns from one of the universities in Misamis Occidental, who encountered a lot of challenges during their internship programs were considered as participants of the study. Analysis of the response was done using Moustakas phenomenological reduction. Results identified four themes: Emotional Stress and Nervousness, Transportation Challenges, Time Management, and Academic Pressure and Workload. Emotional stress arises from the pressure to perform and fear of making mistakes, impacting confidence and performance. Transportation challenges affect punctuality and overall performance, while managing academic and internship responsibilities leads to stress and fatigue. Financial constraints further exacerbate academic challenges. The study concludes that addressing these challenges is essential for improving the internship experience and academic performance of criminology interns. It is recommended to enhance transportation infrastructure, implement effective time management strategies, provide emotional support systems, and offer financial assistance to support criminology interns.

Keywords: Academic pressure; Challenges; Coping mechanism; Criminology internship; Emotional stress; Experience; Students; Transportation; Internship program; Qualitative Study.

1. Introduction

Challenges test individual abilities to overcome a predicament which usually consist of issues and concern. Issues are typically referring to particular problems and that is tangible and need to be address or resolve and concern is what causes a person to doubt or worry about it could be physical, mental, financial and academic (Lestari et al., 2022). This state of being can be experienced by the students. Issue and concern are connected to each other as issue can cause emotional distress which is concern if not immediately dealt with which could be connected to the Academic performance (Gueldner et al., 2020). Challenges can be complex in which require solution to overcome (Proctor & Van Zandt, 2018).

Criminology Interns is required to be a law enforcement assign to different law enforcement groups. Law enforcement officers plays vital role in achieving and maintaining peace and order (Rajabaliyev, 2023). Therefore, internship student during their time in should be knowledgeable enough to apply their knowledge from their study to carry out their responsibilities. The officers were a big help they gave them advice on how to manage stress, encouraged them to talk about their feelings, and told them to take care of themselves (Baebenroth, 2023). They are also the person who organize that teaches the key skill and knowledge that the students need to learn. The police officer gave important advice to the criminology interns, making sure they understood how important their jobs in the bureau and how it affected the justice system (Dewey, 2023).

The criminology intern faces tough schoolwork, needing to learn lots of complicated ideas about why people commit crimes and how the law works (Case et al., 2021). They have to read a lot of books about psychology, society, and law, managing time well to understand and use this knowledge in real crime situations (Frith &

Capdevila, 2022). It's hard to balance school tasks, going out to investigate, and doing research, needing to be strong and really organized (Blomberg et al., 2023).

Furthermore, they must adapt academic concepts to real-life crime scenes or investigations, requiring quick thinking and flexibility to analyze situations accurately (Pringle et al., 2022). Juggling coursework, fieldwork, and research projects becomes overwhelming, necessitating resilience and superb organizational skills to excel (Aaron, 2023). Moreover, bridging the gap between academic understanding and practical application in the ever-evolving field of law enforcement adds an extra layer of challenge, demanding constant adaptation and learning (Martin, 2022).

Criminology intern's duty during their internship as they are often pulled in every event to facilitate often face challenges. They have to do well in their studies about criminology while also doing duty (Stephens, 2023). This can be tough because they need to figure out how to manage their time and deal with the stress of handling school and work at the same time. Many interns ask the experienced officers to help in finding ways to do well in both their studies and their important jobs in the bureau (Mendoza, 2023).

Criminology interns frequently face challenges in effectively balancing their academic performance with the demands of their internship roles. This balancing act can be particularly difficult due to a number of factors. Some criminology internships, particularly those in law enforcement, require irregular schedules and demanding hours, which can disrupt their academic routines and make it difficult to attend classes, study, and complete assignments (Gurubhagavatula et al., 2021). Also, the emotional and mental taxing nature of certain internship experiences, such as exposure to traumatic events or ethical dilemmas, can add stress to their academic focus and performance (Blum, 2018). Furthermore, some interns may struggle to find time for coursework among the practical demands of their internships, potentially resulting in a drop in academic standards (Burns, 2023).

The purpose of this study is to explore and understand the challenges encountered by criminology interns during their law enforcement internships. By examining the intersection of academic demands and practical experiences in the field, this research aims to provide insights into the specific difficulties faced by interns, thereby informing strategies to support their academic success amidst the rigors of their internship responsibilities. While there is existing literature acknowledging the challenges faced by criminology interns, particularly those in law enforcement roles, there remains a gap in comprehensive research specifically focused on the academic aspects of these challenges. Prior studies have primarily addressed either the practical or academic dimensions separately, neglecting the nuanced interplay between the two domains. This study seeks to bridge this gap by delving into the intersectionality of academic performance and internship duties, shedding light on the unique difficulties encountered by interns in balancing these aspects. Understanding the challenges faced by criminology interns within the context of law enforcement internships holds significant implications for both academia and the field of criminal justice. By elucidating the specific challenges faced by interns, educational institutions can tailor their programs to better prepare students for the demands of real-world law enforcement roles. Additionally, insights from this study can inform the development of support mechanisms and resources aimed at enhancing the academic success and overall well-being of criminology interns. Ultimately, addressing these challenges can

contribute to the professional development and effectiveness of future law enforcement officers, thereby bolstering the integrity and efficiency of the criminal justice system.

2. Material and Methods

The phenomenological study research design was used in this study. Phenomenological research design is an effective qualitative approach that focuses on exploring the lived experiences of individuals. This approach promoted a comprehensive understanding of human experiences by taking into account both individual and shared perspectives. It captured the richness of lived experiences by revealing common themes while also recognizing individual differences among participants. This method involved in-depth interviews or conversations with participants who have relevant experiences, encouraging them to share their thoughts, feelings, and perceptions. Researchers identified common themes and patterns in the participants' accounts.

This study was conducted from one of the universities in Misamis Occidental, that can be seen can be seen on the Philippine map at Northern Mindanao, at the center of Zamboanga del Sur, Zamboanga del Norte and Lanao del Norte. One need to take a bus if from Zamboanga del Norte and Zamboanga del Sur, while you need to travel across the bay riding the ferry, if you are from Lanao del Norte to arrive at Misamis Occidental.

The study involved ten (10) Criminology Interns of Misamis University as the research participants. The participants were chosen using a purposive sampling method. The participants were chosen through following criteria: (1) Criminology student (who are currently in their internship); (2) Both male and female; and (3) Willing to participate in the study.

An interview guide was used in collecting information from the Criminology Intern participants. The researchers used a self-made interview guide questions to be approved by the panel members. The researchers interviewed the student interns on the experience they encountered and how they overcome the predicament. Interview begun with a social conversation to set the interviewee at ease and to continue the interview to have valuable and honest responses. Participants were requested to be descriptive and to elaborate on their experiences.

The researchers ensured that they could conduct this study by seeking approval from the Dean of the College of Criminology at Misamis University. After receiving the dean's consent to conduct interviews with the criminology interns, the researchers sought permission from the interns themselves, who are enrolled in the Criminology program at Misamis University. The researchers then proceeded to inquire about the issues and concerns faced by these criminology interns during their duties within the Tri-bureaus. Additionally, the researchers emphasized to the participants that their active involvement and cooperation were integral to the study's overall success.

For the conduct of this qualitative research, the researcher conforms according the ethical protocol set by the university. The interview would not be conducted without the participant's voluntary participation and observing strictly the voluntary participation of the participants. The interview would not be conducted without personal consent which allows them to sign the informed consent form that is prepared by the researcher. The refusal of the participants to participate does not involve loss of benefit or penalty and the consent signed does not waive any legal rights and claims from this study.

In regards for the participants' identity, the researcher takes measures that promotes anonymity and secrecy by not mentioning their names while conducting interview and instead call them ma'am and sir. No names of the participants or any similar manner are reflected in the results and manuscript during the study. Privacy and confidentiality are observed during the study at all times, especially names and other information that is unnecessary to the study to ensure the welfare of the participants to be prioritize. The researcher adheres to the Republic Act No. 10173 known as the "Data Privacy Act of 2012" guidelines to assure privacy and confidentiality of the study. Furthermore, the consent is technical free of terms that is misleading to avoid miscommunication and give the participants clear view and their contribution to the study.

The data analysis technique of phenomenological reduction developed by Moustakas (1994) was utilized in this study. The transcripts of all participants from the interviews were analyzed using Moustakas' methods. The steps in the phenomenological reduction that served as a guide in analyzing the data gathered are as follows: (1) Bracketing, (2) Horizonalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

Bracketing was used in our approach to lessen the degree of preconceived notion and perception held before the study is conducted. Which could result to the deep level of inquiry from the topic and population selection, interview design, collection and interpretation, and research finding dissemination.

Horizonalization refers to the listing of all the verbatim that have relevant to the study. Statements that are found irrelevant, overlapping, repetitive and outside the scope of the study are ignored.

Clustering involves reduction of experience that invariant, creating core themes and validation of the invariant experience with multiple data sources. In reducing the statements, we cluster them to create themes with each and which only one meaning. To validate, we reviewed the findings using other methods other than data-gathering methods like observation, field note-taking and related literature. This validation is crucial to the accuracy and clarity of the representations.

Textural description, or 'what occurred,' refers to an account that describes the perception of the phenomenon. To obtain the textural description of the experience of the participants, we used verbatim excerpt in the interview, and provide narration of meaning units which base from the themes. Structural description, or 'how it occurred', is the integration of imaginative variation, which is from ingenious outlook and insights. By separating from one's natural inclinations through the use of one's imagination is used as an instrument in a mental experiment to look into details from the participants' experiences. In textural-structural synthesis process, we have collected the meaning units of each of the participants and develop it a composite of textural and structural descriptions that are common in them. The narration which represents all of the participants are written in third person perspective.

3. Results and Discussions

This part presented the different themes that were derived from the different responses of the participants of the study during the conduct of the interview. The study explored the challenges of criminology students during their internship program using qualitative approach through Moustakas's transcendental phenomenology and

participated by (10) ten criminology interns. Purposive sampling was used to select participants. The selection was based on the following criteria: must be a criminology student who is currently in their internship; both male and female; and willing to participate in the study. There were four emerging themes identified in the study which are presented and discussed in this section.

(a) Profile of the Participant

The respondents that the researchers selected are criminology students who are currently rendering their internship duties. These interns that are selected were based on their availability.

3.1. Emotional Stress and Nervousness

Participants in the internship program commonly articulate feelings of emotional stress and nervousness throughout their experience. For instance, Participant 2 describes feeling overwhelmed by the pressure to deliver reports accurately, which could influence real investigations. Similarly, Participant 4 expresses the stress of adapting to new environments and the fear of making mistakes, while Participant 6 recounts overcoming shyness to effectively engage with officers. Even Participant 9 acknowledges the challenge of adapting to the fast-paced nature of the field, leading to increased stress and the need for quick problem-solving skills. These shared experiences highlight the pervasive emotional toll of the internship, emphasizing the importance of providing support and resources to help interns navigate these challenges effectively. These are evident in the responses of the participants during the interview conducted:

"As a criminology student interning, the thought of giving reports to officers and announcing myself with a tap on the door, saying "Reporting for duty," makes me nervous. The pressure to get the reports right, knowing they could affect real investigations, is overwhelming." (P2)

"The challenges I've encountered while rendering duties are the pressure, I feel I the new environment I have to deal in each bureau/department and the fear of committing mistake and being reprimanded by the personnel." (P4)

"During my internship in several bureau's, one of the challenges I faced was my shyness, which made it difficult for me to interact with others. However, with time, I obtained to overcome this challenge and eventually gained confidence in engaging with the officers and handling duties effectively." (P6)

"I've only encountered 1 challenge while rendering my duties and it was about adapting to the fast-paced nature of the field. This challenge can affect my performance by increasing stress and requiring quick problem-solving skills." (P9)

The experiences shared by the participants regarding emotional stress and nervousness during their internship align with existing literature on the psychological challenges faced by individuals entering new professional environments (Bekkouche et al., 2022). Studies have shown that feelings of apprehension and pressure are common among interns, particularly in high-stakes fields such as criminology (Chen, 2019). The fear of making mistakes or not meeting expectations from superiors can contribute to heightened stress levels, impacting

performance and well-being. Additionally, the pressure to perform well and the responsibility of handling real-world tasks, as noted by the participants, can further exacerbate feelings of nervousness and self-doubt. These findings underscore the need for comprehensive support mechanisms within internship programs to address the emotional needs of interns and provide resources for coping with stress and anxiety effectively.

Moreover, the narratives of overcoming challenges such as shyness and adapting to the fast-paced nature of the field highlight the resilience and growth potential of interns. Research suggests that while internships can be demanding, they also offer valuable opportunities for personal and professional development. By confronting and overcoming obstacles, interns can develop essential skills such as resilience, adaptability, and self-confidence, which are crucial for success in their future careers (Fong, 2020). Therefore, internship programs should not only focus on providing technical training but also prioritize fostering a supportive environment that encourages interns to navigate challenges, build resilience, and thrive in their roles (Manke et al., 2023).

The experiences shared by interns regarding emotional stress and nervousness during their internship programs have significant implications for internship management and support systems. It is evident that interns often grapple with feelings of pressure, self-doubt, and apprehension, which can impact their performance and overall well-being. These findings underscore the importance of incorporating comprehensive emotional support mechanisms into internship programs, including mentorship, counseling services, and stress management workshops.

By addressing interns' emotional needs and providing resources for coping with stress and anxiety, organizations can promote a healthier and more productive internship experience. Moreover, fostering a supportive and inclusive work environment where interns feel empowered to seek help and express their concerns can contribute to their professional growth and success in the long term.

3.2. Transportation Challenges

Participants 1, 2, 5 and 7 often face a unique set of transportation challenges that can impact their internship experience. For instance, P1 mentioned, "I don't have a motorcycle or reliable transportation," which directly impacts their ability to perform daily tasks efficiently. Without personal vehicles, interns are at the mercy of public transportation schedules and availability, which can be highly unpredictable. For example, P5 noted that being late due to transportation difficulties has impacted their performance. These delays can diminish the quality of work and learning experiences, ultimately affecting the academic credits and evaluations associated with the internship. They express difficulties in commuting to their assigned bureaus, citing issues such as lack of personal transportation, unreliable public transportation, and high costs associated with transportation expenses.

Difficulty in reaching internship sites on time due to unreliable transportation can lead to tardiness or absences, potentially affecting evaluations and academic credits associated with the internship. The participants' shared experiences underscore the significant impact of transportation barriers on their internship experience, highlighting the need for accessible and reliable transportation options for student interns. These are evident in the responses of the participants during the interview conducted:

"As an intern criminology student, I don't have a motorcycle or reliable transportation is big problems for my daily tasks in bureaus. I might be late or miss things because it takes a long time to get around. Public transportation can be unreliable, making it hard to get where they need to go on time." (P1)

"Getting to the assigned bureaus as a criminology intern can be tough due to transportation problems, which might cause delays in carrying out tasks and learning opportunities." (P2)

"The challenges that I have encountered while rendering my duties I have been assigned were usually about my team mates. You know, adjusting myself towards the group. Also, about transportation. It's what have been emptying my pockets lately. It also affected my performance because sometimes I would be late because of having a hard time finding a sidecar." (P5)

"Challenges I've been encountered during rendering duty is mainly transportation especially if I'm assigned to distance area because it could cost me a lot of my allowance just for the ride especially when we we're called back in the university." (P7)

Transportation challenges during internships are a prevalent issue among students pursuing various fields of study, including criminology. Research indicates that inadequate transportation infrastructure and limited access to reliable modes of transportation can significantly impede students' ability to participate in internships effectively (Venter et al., 2019). Without reliable transportation options, students may experience difficulties in commuting to their assigned internship sites, resulting in tardiness, missed opportunities for learning, and overall decreased productivity (Barnhart, 2023). Additionally, transportation challenges can exacerbate existing socioeconomic disparities, as students from low-income backgrounds may face heightened financial burdens associated with transportation costs, further hindering their ability to engage fully in internship experiences.

Furthermore, the literature suggests that transportation barriers can have broader implications for students' academic and professional development (Ribeiro et al., 2020). Studies have found that students who encounter transportation challenges during internships may experience increased stress and anxiety, leading to decreased motivation and performance. Moreover, the inability to access internship sites efficiently may limit students' exposure to real-world experiences, thereby compromising the quality of their educational experiences and their preparedness for future careers. Addressing transportation challenges through policy interventions and strategic partnerships between educational institutions and transportation authorities is essential for ensuring equitable access to internship opportunities and promoting the academic and professional success of students in criminology and related fields (Tiznado-Aitken et al., 2021).

The prevalence of transportation challenges among criminology interns underscores the importance of implementing comprehensive support systems to address the needs of students facing such barriers. Recognizing the impact of inadequate transportation on students' ability to participate effectively in internships, educational institutions and policymakers must prioritize initiatives aimed at improving transportation infrastructure and accessibility (Barrett et al., 2019). By investing in reliable transportation options and establishing partnerships with local transit agencies, universities can mitigate the adverse effects of transportation challenges and ensure

equitable access to internship opportunities for all students (Vecchio et al., 2020). Additionally, providing financial assistance or subsidies for transportation expenses can alleviate the financial burden on students from low-income backgrounds, facilitating their engagement in internship experiences. Addressing transportation barriers not only enhances students' academic and professional development but also promotes social mobility and equity within the field of criminology.

3.3. Time Constraint

Participants 3, 4, 8, and 10 shared similar experiences regarding time constraint challenges during their criminology internships. P3 and P4 specifically noted that separate assignments from different agencies further complicate their time allocation, making it difficult to focus on their studies. They all mentioned the difficulty of balancing their academic responsibilities with their duties at the law enforcement bureaus, highlighting how their schedules were divided between classes and internship hours. This division of time resulted in feelings of exhaustion and fatigue, impacting their ability to concentrate during classes and affecting their academic performance. These participants underscored the importance of effective time management skills in navigating the demands of both their internship and academic commitments. These are evident in the responses of the participants during the interview conducted:

"The challenges that I encountered is that due to schedule between my subjects and duty hours that it divided my time. Sometimes there are a lot of activities given by the different agencies limiting my time that I failed to focus on my studies." (P3)

"The challenges I've encountered is that it divided my time allocated in studying due to the separate assignment each bureau gives." (P4)

"I've also experience challenges as an intern. Since my schedule is very tight and due to the schedule, I'm which after rendering our duty, I still have a class in the evening, it makes me feel tired and exhausted. That is why sometime, during my evening class, I am so sleepy and it is very hard to absorb the lessons that our instructor has discussed." (P8)

"Challenges in rendering duties while having a load of classes was hard, at first adapting to the paced of the jobs needed to be fast to not get behind." (P10)

Time constraint is a crucial aspect of academic and professional success, particularly in demanding fields such as criminology. Research suggests that students engaged in internships often face challenges in balancing their academic responsibilities with their practical training requirements (Cojocariu et al., 2019). The division of time between coursework and internship duties can lead to feelings of stress, fatigue, and difficulty in maintaining focus (Baird & Mollen, 2023). This can ultimately impact academic performance and hinder the overall learning experience. Additionally, the varied schedules and assignments from different internship placements further compound these challenges, requiring interns to adapt quickly and efficiently manage their time to meet all obligations.

Effective time management strategies are essential for interns to navigate the demands of their dual roles as students and professionals (Baird & Mollen, 2023). Studies have shown that implementing techniques such as

creating schedules, prioritizing tasks, and setting realistic goals can help interns optimize their time and improve their productivity. Furthermore, seeking support from mentors or supervisors and communicating openly about workload concerns can facilitate better time allocation and reduce feelings of overwhelm (Mack, 2022). Incorporating self-care practices, such as regular breaks and mindfulness activities, can also contribute to better stress management and overall well-being. By developing strong time management skills and implementing these strategies, interns can enhance their performance, maximize learning opportunities, and successfully balance their academic and professional responsibilities.

The common theme of time constraint challenges among the participants underscores the need for proactive measures to support interns in balancing their academic and professional commitments effectively. Addressing these challenges requires collaborative efforts between educational institutions and internship providers to ensure interns receive adequate support and resources. Implementing workshops or training sessions on time management strategies tailored to the unique demands of internships could equip students with essential skills to navigate their roles more effectively (Plant et al., 2019). Additionally, fostering open communication channels between interns, supervisors, and academic advisors can facilitate better coordination of schedules and workload distribution. By recognizing and addressing the implications of time constraint challenges, stakeholders can enhance the internship experience, promote academic success, and prepare students for successful transitions into the workforce (Bae et al., 2022).

3.4. Academic Pressure and Workload

Participants across the board share a common struggle with academic pressure and workload during their internship programs (Moore et al., 2020). Financial constraints emerged as a significant challenge, with several participants highlighting the difficulty of affording essential resources like books and food, which directly impacted their ability to focus on studying. Additionally, the demanding nature of internship duties, such as multiple activities assigned by different agencies, resulted in time constraints that hindered participants' ability to dedicate sufficient time to their studies (Hora et al., 2021). Consequently, this led to feelings of exhaustion and psychological fatigue, ultimately affecting their academic performance negatively. These shared experiences underscore the need for internship programs to provide adequate support systems to help interns manage their academic responsibilities alongside their duties effectively. These are evident in the responses of the participants during the interview conducted:

"Don't have enough money and I might struggle to buy things like books and foods, which makes it hard to focus on studying. I might miss out on fun activities or chances to learn new things because I can't afford the budget." (P1)

"Sometimes there are a lot of activities given by the different agencies limiting my time that I failed to focus on my studies." (P3)

"It affected my academic performance a lot because most of time I wouldn't have time anymore to study or sometimes I'm just too tired." (P5)

"It greatly affects my academic performance due tiredness coming from duties especially psychological tiredness it really affects my academic." (P7)

The experiences described by interns regarding academic pressure and workload align with existing literature on the challenges faced by students balancing academic studies with practical training. Studies have shown that financial constraints can significantly impact students' academic performance and overall well-being, as observed in the struggles described by participants (Cheung et al., 2020).

Moreover, the demanding nature of internship duties, coupled with academic responsibilities, often leads to time constraints and feelings of exhaustion among students, echoing the sentiments shared by the interns in this study. Research suggests that managing academic workload effectively is essential for student success and requires robust support systems within educational institutions to alleviate the burden on students (Baik et al., 2019).

Furthermore, internships provide valuable opportunities for students to apply theoretical knowledge in real-world settings, but they also come with the challenge of balancing practical duties with academic requirements (Benati et al., 2021). This delicate balance can be disrupted by various factors, including financial constraints and time limitations, as highlighted by the participants. Internship programs must recognize the importance of supporting students in managing these challenges by providing resources such as financial aid, flexible scheduling options, and academic counseling services (Spector & Infante, 2020). By addressing these issues proactively, institutions can help students navigate the demands of internships more effectively and ensure that they derive maximum benefit from these experiential learning opportunities.

The findings regarding academic pressure and workload implications underscore the need for educational institutions and internship programs to prioritize student support mechanisms. It is evident that financial constraints, time limitations, and the demands of internships can significantly impact students' academic performance and overall well-being. Therefore, institutions must implement comprehensive support services, including financial aid programs, flexible scheduling options, and academic counseling services, to address these challenges effectively. Additionally, fostering a supportive and inclusive learning environment where students feel empowered to seek help and resources is crucial for mitigating the negative effects of academic pressure and workload. By prioritizing student support, institutions can enhance student success, well-being, and overall satisfaction with their educational experience.

4. Conclusions

Based on the findings of the study, the researchers crafted the following conclusions. Addressing interns' emotional well-being is crucial for optimizing their performance and overall experience during internship programs. Addressing transportation barriers is crucial for enhancing the educational and professional development of criminology interns. Efforts to improve transportation infrastructure and provide financial support can facilitate students' engagement in internships, thereby promoting their academic success and career readiness. Addressing time management issues through tailored support programs and improved coordination between academic institutions and internship providers is essential to enhance the overall internship experience and

promote academic success. Addressing financial constraints and time limitations is essential to support students in managing their academic workload effectively, particularly during internships.

5. Recommendations

The following recommendations were crafted by the researchers considering the significant findings and the conclusions of the study:

(1) Implementing support initiatives such as mentorship programs, stress and time management workshops, and counseling services, organizations can create a more nurturing and conducive environment for interns to thrive. Additionally, fostering open communication and providing opportunities for interns to voice their concerns can help mitigate feelings of stress and anxiety, promoting a positive and enriching internship experience.

(2) It is recommended that educational institutions may consider organizing the teams or groups of students that have transportation rather than selecting randomly to address transportation challenges faced by criminology interns.

(3) It is recommended that educational institutions consider creating a new curriculum and schedule to separate internship duties from academic responsibilities, allowing student interns to focus on each aspect individually and succeed in both areas.

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