

JUGGLING DEMANDS: EXPLORATION OF TIME MANAGEMENT AMONG CRIMINOLOGY INTERNS

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CERTIFICATE OF PANEL APPROVAL

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ABSTRACT

In the demanding environment of field exposure, criminology interns rely on targeted time management strategies to balance academic demands and professional responsibilities. This study reveals how task prioritization, schedule adherence, checklists, and peer cooperation not only boost efficiency but also build resilience against pressure, offering actionable insights for educational interventions. This research aimed to explore the various time-management strategies utilized by criminology interns in field exposure. Data showed that interns utilized task prioritization, schedule adherence, and checklist use most frequently to stay on track and get things done efficiently. Through task prioritization, they could pinpoint their most critical and pressing activities so they could meet essential responsibilities on time. Schedule adherence enabled interns to organize their day effectively, prevent procrastination from happening frequently, and leave time for both academic and internship activities. Checklist use, although auxiliary, doubled their ability to monitor progress and stay accountable. Surprisingly, peer cooperation was also identified as a helpful support system in that it instilled discipline through cooperation among colleagues, provided constant reminders through coordination, and shared coping mechanisms through teamwork. The findings highlight the benefits for equipping criminology interns with effective time-management tools and skills. Through habits of prioritization and keeping to schedule, together with shared practices, teaching institutions can enhance interns' resistance to pressure and capability to fulfill commitments. Additionally, these findings provide a basis upon which tailored interventions, such as time-management workshops, mentor schemes, and institutional rules facilitating balance, efficiency, and well-being among students can be constructed. The study also indicates that such practices can be improved to raise the confidence of interns in performing challenging tasks in unpredictable field conditions. Indeed, institutional support in the form of clear guidelines, available resources, and timely feedback can be reinforced to enhance their ability to juggle multiple responsibilities. By providing interns with a guided yet autonomous environment, schools can equip them with more effective problem-solving skills, increased adaptability to pressure, and a healthier balance between academic expectations and on-site responsibilities. Over time, these improvements will not only be beneficial to individual interns but also to the development of a more competent, reliable, and resilient future workforce in criminology.

Keywords: *management, emotional stress, internship, transportation, self-discipline*

DEDICATION

*This work belongs to Almighty God, whose his divine guidance, his incredible wisdom,
and the pure strength he gave us are throughout this journey*

And also

*To our family members, whose patience, support, and encouragement have been pillars of
strength during this journey. Their love has been a source of ongoing motivation, and their faith
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INTRODUCTION

Background of the Study

Criminology education gave students theoretical and practical knowledge to appreciate crime complexity and the criminal justice system (Joyce & Laverick, 2022; Jones, 2021). As the field expanded, internships were pivotal in bridging academic theory to practice (Sutton et al., 2021; Opp, 2020). Practical experience enhanced students' understanding of legal processes and honed necessary skills such as problem-solving and communication (Lumingkit et al., 2024; Libradilla et al., 2023). Therefore, criminology interns were pivotal in bridging academic learning and application in policing (Vierck, 2024; Modise, 2024). Internships provided a vital platform for criminology students to hone their skills and apply theoretical knowledge (Solis et al., 2024; Kratcoski, 2021). These experiences allowed interns to solve real-life issues in crime prevention and justice administration. Through intensive exposure to law enforcement and community organizations, students acquired professional skills such as ethical decision-making and teamwork (Jordan & Matzke, 2025; Okolie et al., 2020). In return, internships produced a new generation of criminologists ready for a lifetime of government service (Libradilla et al., 2023; Shumba & Hussaini, 2023).

Despite these benefits, interns had overwhelming difficulties balancing academic and internship responsibilities (Solis et al., 2024; Hora et al., 2021). Common difficulties involved time limitations, workload, and emotional pressure in balancing practical work and academic tasks. Interns also had high-stress working conditions, ethical dilemmas, and pressure to apply theory to field situations with uncertain outcomes (Suwarsi et al., 2025).

Such stressors typically led to increased anxiety and burnout if not properly managed. Time management was a central determinant in prioritizing tasks, meeting deadlines, and maintaining productivity (Yadav et al., 2023; Calonia et al., 2023). For students with academic and fieldwork responsibilities, effective time management prevented stress and ensured comprehensive performance (Downing, 2021; Quinn et al., 2020). Ineffective time management led to academically struggling students and poor mental health. Accordingly, the ability to manage time was important for the success of interns.

The relationship between time management deficiencies and emotional well-being was clearly established (Suttichainimit & Tuicomepee, 2025; Salama et al., 2024). Where interns were unable to cope with demands, this led to increased anxiety, burnout, and lower academic performance. Awareness of this relationship informed intervention in maintaining productivity and emotional well-being (Marais et al., 2020; Nguyen et al., 2023). Therefore, awareness of this relationship was crucial to intervention development that improved student well-being. Criminology interns faced particular pressures from students from other disciplines due to the nature of law enforcement environments (Mapangdol, 2024; Malbuyo et al., 2024). The convergence of strict academic schedules and field obligations created particular time management challenges. These needed to be comprehended to improve student outcomes and internship quality (Lumingkit et al., 2024; Blanka et al., 2023). Intervention in these areas helped institutions to improve training and support systems (Balzer, 2020; Miranda et al., 2021).

Whereas previous research was directed at internships in general, few investigated the respective time management problems of criminology interns (Solis et al., 2024; Hora et al., 2021; Hilinski et al., 2023). A qualitative approach was required to study the day-to-day lives of these students in-depth. Their coping strategies at the academic, internship,

and personal levels were not investigated well. This gap made it worth conducting this study to develop effective academic assistance. The main aim of this research was to examine the time management of criminology interns and their problems with it. It also sought to study how interns handled workloads, coped with stress, and handled workload issues (Cheshure & Van Lith, 2024; Lai et al., 2023). Educators and designers of programs could offer suitable assistance by learning about these experiences. This study sought to offer practical recommendations to enhance performance, well-being, and career readiness.

This research addressed a significant knowledge gap in the literature in the sense that it was specifically for criminology interns. In contrast to other disciplines, these students had highly intense and emotionally draining activities that required efficient management of time. Addressing this research gap was critical in improving internship experience and academic performance. Ultimately, the results guided educators, policymakers, and support programs in criminology education (Williams et al., 2020; Cauilan et al., 2024).

Theoretical Framework

The study was guided by Stephen Covey's Time Management Theory (1989) and by Richard Lazarus's Stress-Adaptation Theory (1984).

Covey's model centered on prioritization to reduce stress and increase productivity (Wenham et al., 2020; Kezar et al., 2023). His Time Management Matrix differentiated between urgent and important tasks to enable an individual to prioritize what mattered most (Sarwar & Ali, 2024; VanNortwick, 2020). It was most beneficial to interns who

were typically bogged down by less critical but urgent tasks (Csapai et al., 2020; Kennedy & Porter, 2022).

Covey argued that responding to urgent tasks without connecting them to long-term objectives caused burnout (Covey, 2020; Ortega et al., 2023). Interns who responded continuously to urgent deadlines without pause continued to forget professional and personal growth (Cooper et al., 2024; Tavares, 2023). Through proactive planning and prioritization, Covey's theory advocated for balance and goal attainment (Maguire, 2024). Interns who used this model experienced higher job satisfaction and better time management.

Apart from prioritization, Covey emphasized aligning day-to-day activities with clearly established personal objectives (Raynor et al., 2021; Bandura et al., 2023). Goal setting and daily reflection were central to useful and meaningful work. The concept was generally faithful to the criminology interns' realities, who found it difficult to align shortterm pressures with long-term career growth (Fritz, 2021; Lange, 2023). Covey's literature continued influencing individual and professional performance in high-pressure environments (Dumitraşcu, 2021; Aeon et al., 2021; Beer et al., 2020).

Richard Lazarus's Stress-Adaptation Theory (1984) provided psychological understanding of what assisted interns to manage pressure. The theory focused on cognitive appraisal as the only way of perceiving stress, when people assessed whether the situation posed a threat to them and whether they possessed resources to manage it (Theodoratou et al., 2024; Humiston et al., 2022). This was the case for interns who adjusted to the stressful field placement settings (Boulware, 2024; Shaku, 2023). Their perceptions influenced the way they managed academic pressure, workload, and emotional wellness (Baird & Mollen, 2023; Ameliah & Jatnika, 2024).

Lazarus outlined two types of coping mechanisms: emotion-focused and problem-focused (Maqsood et al., 2024; Shosha et al., 2020). Interns directly coped with time issues or regulated their emotional responses to stress. The effectiveness of such coping mechanisms had a direct impact on their academic performance and psychological resilience (Konaszewski et al., 2021; Morales, 2021). This theory thus provided a helpful framework to explain how criminology interns handled stressors linked with ineffective time management.

Lazarus's theory also highlighted the importance of strong support systems in developing coping capacity (Hassan et al., 2024; Mathiassen, 2024; Imjai et al., 2024). Understanding the way interns appraised and controlled stress allowed institutions to design responsive programs. This strategy enhanced learning, reduced stress, and enhanced overall internship experiences (Nerstad et al., 2023; Bhamjee, 2021). The theory thus enabled the study's aim of enhancing intern success and emotional well-being. The importance of Lazarus's model was that it was centered on the person's subjective experience of stress (Ghasemi & Herman, 2024; Abdulghani et al., 2020). It gave the tools for interventions centered on dysfunctional thinking and enabled people to cope with stress in a healthy way (Jongsma et al., 2021; Updegraff, 2021). The theory was highly relevant to health, counseling, and education and demonstrated the practicality of application in a wide range of fields (Vallone et al., 2024; Brooks, 2022; Delcea et al., 2023). In this study, it gave a strong framework to understand how interns experienced and dealt with the pressure of time demands.

Conceptual Framework

This part of the study presents the concepts derived from the results of the research. These concepts were discussed in details in this section.

Balancing Multiple Responsibilities means handling various tasks and roles simultaneously without losing performance or well-being (Kuusisto, 2025; Marques & Berry, 2021; Emre & Spiegeleare, 2021). Balancing requires prioritization, time organization, and concentration to achieve an even distribution of academic, professional, and personal duties (Bella, 2023; Barlett et al.,2021; Rosa,2022). It prevents stress and burnout while promoting productivity and self-improvement (Giles-Mathis, 2023; De Carlo et al., 2020; Schaffner, 2021). Skills like time management, flexibility, and selfcontrol contribute significantly to obtaining balance in all the responsibilities (Sandua, 2024; Shengarh et al., 2024; Savanur, 2024).

Balancing multiple duties means the capability of one person to deal with academic, professional, and private duties simultaneously without compromising quality or wellbeing (Bella, 2023; Fadillah et al.,2025; Rosa,2022). It entails having clear priorities, managing time in a proper manner, and ensuring focus so that each duty is treated with the due attention (Khan, 2023; Crenshaw, 2021; Newman & Ford, 2021). For criminology interns, task balancing like internship work, school work, and personal responsibilities is especially essential since their work is usually heavy and with deadlines (Solis et al., 2024; Lumingkit et al., 2024; Daga & Gupit, 2025). Task balancing not only avoids stress but also assists in maintaining physical and mental well-being while fulfilling assigned tasks with completeness (Kayyali, 2023; Dhiman et al., 2023; Stephen, 2024).

In a practical sense, understanding how to balance several responsibilities prepares students for the actual realities of the workplace environment, where multitasking and flexibility are the norm (Mark, 2022; Sallee,2023; Maleksaeedi,2024). Balancing responsibilities as criminology interns who excel in their roles increases their ability to withstand stress and be resilient, which are vital in their future careers as law

enforcers or criminal justice practitioners (Zaportiza & Cuevas, 2025; Lumingkit et al., 2024; Solis et al., 2024). Through balance, they stand less chance of burnout and higher chances of maintaining steady performance (Leys, 2025; Calarco, 2023; Maslach & Leiter, 2022). Balancing responsibilities is therefore not an issue of getting things done but producing a sustainable tempo of productivity, development, and well-being (Bella, 2023; Žižek et al., 2021; da Rosa et al., 2024).

Prioritization and Planning Under Pressure emphasize the capacity to recognize the most critical and imminent tasks when time and resources are scarce (Taheri, 2022; Hoff et al., 2023; Santhiapillai & Ratnayake, 2022). It demands promptly evaluating situations, establishing clear objectives, and devising strategies to accomplish duties effectively in spite of constraints (Bandura, 2023; Hariri, 2023; Blanchard & Thacker, 2023). It aids in minimizing errors, curbing pressure, and guaranteeing that critical deadlines are achieved (Gilal et al., 2023; Sun & Jung, 2024; Oladapo et al., 2024). By prioritizing tasks and keeping their eyes on what is most important, people can stay productive and make effective decisions even under trying conditions (Sandua, 2024; Khan, 2023; Tracy, 2025).

Prioritization and under-pressure planning bring out the capacity to identify what should be undertaken first when there is limited time and resources available (Page et al., 2024; Irving et al., 2024; Kotlarsky et al., 2020). It involves rapid assessment of duties, distinguishing between urgent and important activities, and setting concise goals to adhere to tight deadlines efficiently (Khan, 2023; Zaripour, 2024; Yonis, 2025). In interns, this competency helps in ensuring that in spite of pressure, they can stay productive and prevent tardiness that impacts not only academic but also internship work (Baird & Mollen, 2023; Enciso et al., 2025). Effective prioritization allows interns to be alert,

organized, and productive in spite of time pressures (Enciso et al., 2025; Christiansen & Even, 2024).

Under actual circumstances, the internship in criminology might face abrupt deadlines or impromptu assignments from seniors (Solis et al., 2024; Zaportiza & Cuevas, 2025; Tantikul, 2022). Planning under these conditions enables them to tackle difficulties with confidence and accountability (Hummelbrunner & Jones, 2022; Al-Fatlawi, 2021; e Cunha et al., 2020). This also minimizes mistakes, avoids unnecessary effort, and cultivates a pattern of transparent decision-making, which is worthy in law enforcement and criminal justice practice (Irvita & Asriani, 2025; Homan, 2024; Bagaric et al., 2022). Through achieving this, interns are equipped with the ability to remain calm and efficient while showing preparedness for professional tasks within tense situations (Baird & Mollen, 2023; Moore et al., 2020).

Strategic Use of Planning and Organizational Tools highlights the significance of using calendars, to-do lists, reminders, and computer applications to organize tasks and monitor progress (Lund & Wiese, 2021; Sharma et al., 2024; Merzlykin et al., 2024). They assist individuals in handling intricate timetables, preventing missed deadlines, and allocating adequate time for each duty (Khan, 2023; Sharma, 2024; Singh, 2025). Through dependence on ordered systems, effectiveness is enhanced, and stress resulting from disorganization is minimized (Sharma et al., 2020; Dakwar et al., 2020; Ghosh et al., 2020).

The use of planning and organizational tools strategically emphasizes the utilization of resources like calendars, to-do lists, reminders, and electronic applications to perform duties optimally (Martin, 2025; Sandua, 2024; Bourbon, 2021). The tools assist in organizing schedules, monitoring progress, and avoiding a single duty being left out (Kerzner, 2025; Langenwalter, 2020; Deng et al., 2021). Interns benefit greatly from such

tools in organizing school work, internship responsibilities, and personal obligations in a well-organized and effective way (Satulan et al., 2025; Jakopec et al., 2023; Metoyer, 2021). Structured systems minimize confusion and stress by giving direction (Schönpflug, 2021; Uddin & Nilsson, 2020; Singh et al., 2022).

Utilizing organizational tools also develops habits of discipline and responsibility (Pisriwati et al., 2024; Gurung et al., 2023; Aryadiningrat et al., 2023). To illustrate, the use of digital calendars or task-management software enables interns to establish achievable objectives and track their progress on a regular basis (Bhavar, 2025; Werner & Jeske, 2021; Arafat, 2025). Such methods enhance efficiency, avoid missed deadlines, and contribute to professional reliability (Khan, 2023; Gilal et al., 2023; Adepoju et al., 2022). The development of proficiency in the use of organizational tools not only facilitates interns' success in school and internship but also equips them for working environments where successful planning and organization are essential (Ansari, 2025; Tan et al., 2023; Hundt, 2024).

Cultivation of Self-Discipline and Routine is about creating consistent habits and the determination to remain dedicated to tasks despite distractions or weariness (Sandua, 2024; Martin, 2022; Walton, 2022). Having a daily routine instills a sense of form and order, reduces procrastination, and ensures duties are met on time (Sharma, 2024; Walton, 2022; Winstead, 2021). Discipline and routine help develop resilience, productivity, and a consistent rhythm in dealing with tasks (Sandua, 2024; Walton, 2022; Walsh, 2024).

Developing self-discipline and habit highlights the establishment of regular habits and the willingness to remain focused even in the presence of distractions or lethargy (Sandua, 2024; Martin, 2022; Cross, 2025). It entails creating detailed daily routines and adhering to them with dedication to see activities accomplished within time (Blair et al.,

2020; Csikszentmihaihi, 2020; Bandura, 2023). For interns, a steady routine enables them to organize and direct themselves amidst academic and professional needs (Del Rosario & Irene, 2024; Solis et al., 2024). Discipline helps avoid procrastination while maximizing output (Walton, 2022; Sandua, 20224; Cross, 2025).

Apart from accomplishing tasks, self-discipline develops determination and perseverance, which are attributes required in the study of criminology and law enforcement (Colanggo et al., 2024; Agabon & Allanic, 2025; Zaportiza & Cuevas, 2025). Interns with discipline can persevere despite difficult or redundant tasks (Vermolen, 2025; Mendez, 2025; Enciso et al., 2025). Habits also establish dependability, with interns becoming more reliable and trustworthy in their occupation (Oduro-Okyireh, 2020; Coetzee et al., 2022; Ansari, 2025). The routine becomes a life-long habit that aids career development and personal growth (Niyomves et al., 2024; Ng et al., 2020; Vasileva & Kostova, 2020).

Enhanced Productivity and Task Completion describes the capability to achieve full output by prioritizing, making the best use of time, and fulfilling obligations within time (Sandua, 2024; Khan, 2023; Adidharma & Chung, 2023). This leads to increased efficiency, quality of work, and success in achieving short-term and long-term objectives (Patmawati et al., 2023; Sinambela et al., 2022; Werdhiastutie, 2020).

Enhanced productivity and work completion entail the capability to maximize resources and time in an effort to consistently deliver quality work (Marquardt & Kearsley, 2024; Tamunomiebi & Oyibo, 2020; Anderson, 2020). This implies being capable of listing crucial tasks, managing time effectively, and completing duties within the stipulated timeline (Andersen et al., 2025; Wolters & Brady, 2021; Hwang & Chien, 2022). For criminology interns, productivity allows them to not only deliver on time but

also sustain a level of excellence in their work (Lumingkit et al., 2024; Bartle et al., 2025; Solis et al., 2024). More productivity also increases their confidence in managing multiple responsibilities (Isabirye et al., 2025; Güldenpfennig et al., 2021; Bandura, 2023).

In reality, productivity is in a direct relationship with academic and professional achievement (Asmarani et al., 2021; Ahumada-Tello & Ramos, 2024; Brown & SoutoOtero, 2020). Interns who meet deadlines with quality outputs earn the supervisors' and professors' trust and favor, building their reputation as responsible individuals (Ying, 2024; Chowdhury, 2024; Hawkins & Kern, 2024). Productivity also enhances their sense of accomplishment, driving them to excel in subsequent tasks (Demartini, 2023; Uka & Prendi, 2021; Bandura, 2023). Through productivity mastery, interns increase their efficiency and preparedness for long-term career aspirations (Shethiya et al., 2025; Ansari, 2025; Pantaruk et al., 2025).

Reduced Stress and Improved Professionalism emphasizes the way efficient time management and organizational techniques reduce pressure, avoid burnout, and establish a balance of work and life (Channawar, 2023; Prasanth et al., 2024; Ganapathi & Aithal, 2024). Equally, continually delivering on expectations and managing tasks responsibly builds dependability, responsibility, and a professional reputation (Mathebula & Barnard, 2020; Aluko et al., 2021; Awa et al., 2024).

Less stress and increased professionalism emphasize the importance of effective time management in reducing stress and burnout, as well as ensuring that people regularly meet requirements (Channawar, 2023; Khan, 2023; Fathurrahman, 2020). For interns, efficient handling of assignments keeps them from being overwhelmed by conflicting demands (Pokharkar et al., 2024; Spector & Infante, 2020; Baker & Fitzpatrick, 2022). Reduced stress means greater concentration, emotional stability, and enhanced

performance in academic and professional work (Sarwer et al., 2025; Yusoff et al., 2021; Wadhera & Bano, 2020).

Concurrently, responsible delivery of tasks on time foster professionalism (Larsen & McCormick, 2022; Trede & Jackson, 2021; Browes & Altinyelken, 2022). Reliable, accountable, and consistent interns build a professional image that opens doors to employability (Du-Babcock & Wu, 2025; Baird & Mollen, 2023; Hendricks, 2024). Professionalism is an important characteristic in the field of criminology where responsibility, responsibility, and commitment are essential (Victoria, 2025; Tidmarsh, 2022; Fanto, 2021). Reducing stress and promoting professionalism, therefore, go together in molding interns into capable and reliable future professionals (Baird & Mollen, 2023; Ansari, 2025; Chelladurai & Kim, 2022).

Development of Practical Time Management Skills entails learning to allocate time properly across diverse tasks through prioritization, dividing workloads, and preventing procrastination (Calonia et al., 2023; Winstead, 2021; Khan, 2023). Such skills facilitate working individuals and students to organize themselves, achieve deadlines, and experience consistent progress in academic and business tasks (Mills, 2020; Cottrell, 2021; Rabina et al., 2021).

Practical time management skills translate to the capacity to space out time across many responsibilities through organization and prioritization (Khan, 2023; Sharma, 2024; Yadav et al., 2023). It involves dividing workloads into manageable portions and avoiding procrastination (Wahyuni, 2025; Fathurrahman, 2020; Braakman, 2024). For interns, this is especially important as it helps manage complicated schedules combining coursework, internship projects, and personal life (Werner & Jeske, 2021; Hora et al., 2024; Baird &

Mollen, 2023). Time management ensures not only that tasks get done but also that they get done at a high level (Wolters & Brady, 2021; Jansen et al., 2020; Li et al., 2022).

With time, the skills are transferable to workplaces where efficiency and productivity are greatly sought (Ana et al., 2020; Tushar & Sooraksa, 2023; Wood, 2024). Practical time management also guides interns steadily towards their academic and career objectives without stress (Enciso et al., 2025; Homann & Ehmke, 2025; Baird & Mollen, 2023). The skills serve as pillars for a successful career, allowing interns to excel in work environments that demand multitasking, discipline, and progressive work (Ansari, 2025; Khalifa, 2024; Joshi, 2025).

Cultivation of Discipline, Adaptability, and Self-Regulation is concerned with the significance of self-regulation and consistency in task execution, adaptation to unanticipated change, and emotional regulation during stress (Minhui, 2023; Yadav et al., 2023; Hocenski, 2021). These are the traits that enable individuals to stay focused, adaptable, and calm, thereby ensuring effective performance even in challenging circumstances (Lappalainen et al., 2020; Baker et al., 2021; Mosteanu, 2024).

Developing discipline, flexibility, and self-regulation is concerned with one's ability to stay steady with tasks, changing in reaction to unexpected variations, and keeping emotional control in stress situations (Yadav et al., 2023; Awomokun, 2022; Sandua, 2024). These traits guarantee that interns are composed and, in a position, to fulfill obligations even when situations change (Baird & Mollen, 2023; Jerez et al., 2023; Teekens et al., 2021). For criminology interns, it is also important to maintain flexibility in terms of responding to unexpected changes in schedules or surprise internship responsibilities (Lumingkit et al., 2024; Solis et al., 2024; Bartle et al., 2025).

Besides, emotional regulation enables interns to handle stress and prevent frustration from disrupting their work (Moore et al., 2020; Chalikkandy et al., 2022; Hausman et al., 2023). Discipline, adaptability, and self-regulation combined enhance resilience, making interns effective in both routine and unprogrammed settings (Nunes et al., 2023; Minhui, 2023; Vermolen, 2025). These skills are particularly important in criminology, where working under pressure, responding quickly to changing situations, and maintaining integrity at all times is demanded (Colanggo et al., 2024; Agabon & Allanic, 2025; Modise, 2023).

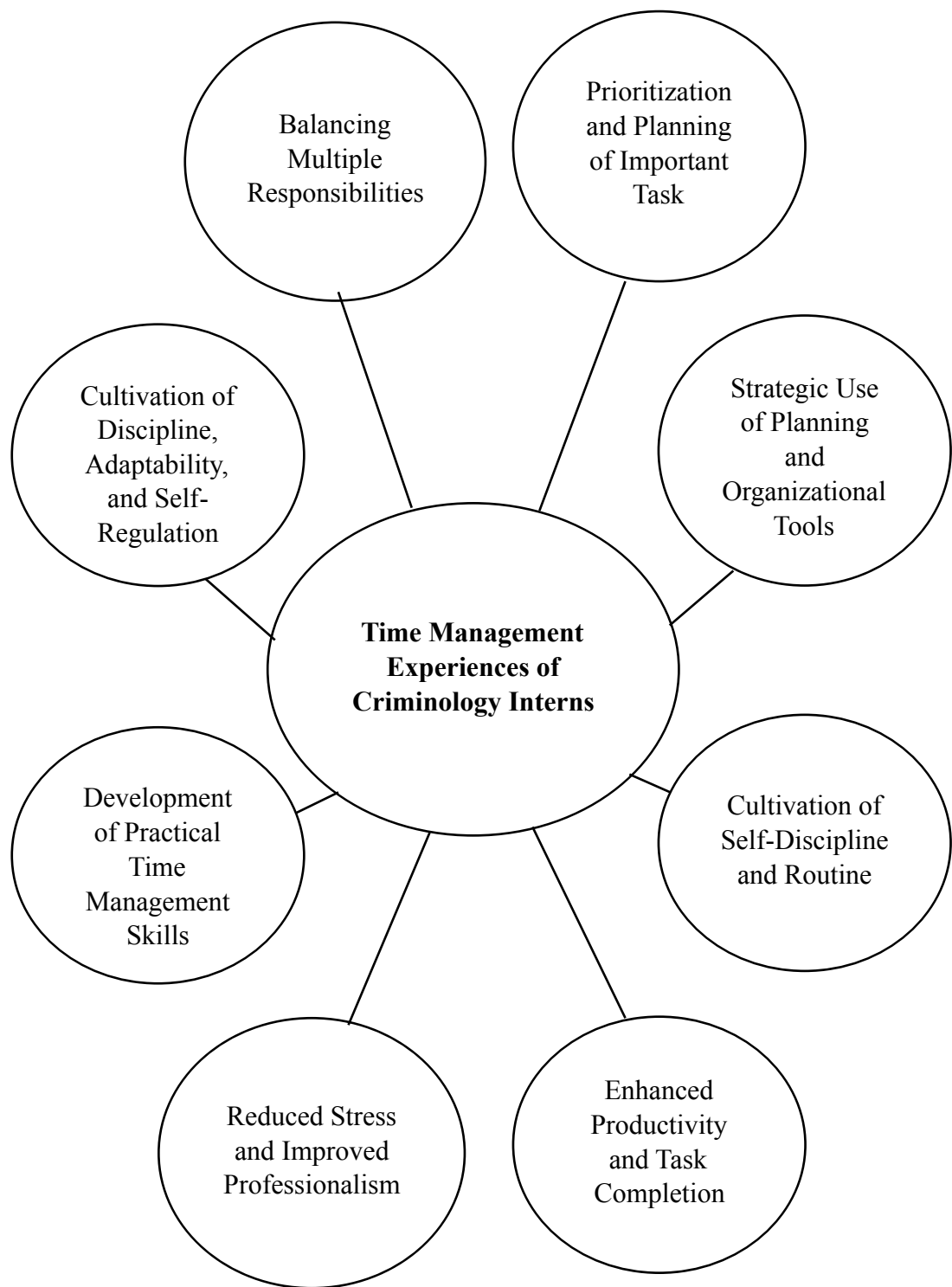


Figure 1: Schematic Diagram of the Study

Objectives of the Study

This study explored the different time management practices of criminology interns in various contexts such as academic tasks, internship duties, personal responsibilities, and social commitments. Student life, particularly during internship, has always been the focus of many academic inquiries since it is assumed to involve multiple demands that require effective balancing of priorities and coping strategies. Specifically, this study:

1. Explain the challenges faced by criminology interns during their internship.
2. Examine the strategies used by criminology interns in balancing internship duties, academic responsibilities, and personal life.
3. Analyze the impact of time management on the performance and productivity of criminology interns.
4. Explore the coping mechanisms and adaptive behaviors employed by interns in response to time-related stress.

Significance of the Study

This study explored time management practices of criminology interns on several levels of responsibility such as academic obligation, internship duties, personal engagement, and social commitments. The results thus acquired are useful in expanding knowledge regarding interns' experience and developing practices that are useful in facilitating their efficiency, well-being, and general performance in their internship at Misamis University.

RESEARCH METHODOLOGY/MATERIALS/METHOD

Design

The present study employed a phenomenological research design in studying time management among criminology interns (Solis et al., 2024). It employed Moustakas' transcendental phenomenological method, which methodically studied criminology interns' daily life experiences via epoché (bracketing), transcendental reduction, and imaginative variation to uncover the essence of their time management issues and solutions (Garrincha, 2022). This research design was appropriate to identify the worst problems they had in managing their time, including balancing school life, internship, and personal life. Moreover, the study identified how they improved their time management and how they managed to overcome their problematic tasks. Through their comparison of these common experiences, the study drew in-depth insights on how criminology interns developed good time management habits and how these contributed to their overall performance (Libradilla et al., 2023).

Setting

This study was conducted in one of the Philippine cities where criminology interns were serving their internship. This city, a growing urban center in Misamis Occidental, offered a situational context for exploring the management of time among criminology interns. The research investigated their lived experiences, namely how they allocated their time, how they handled academic and internship tasks, and how they tackled problems of workload and scheduling. By carrying out the research within this specific location, the study enlightened the factors that influenced their time management practices and the methods they used to organize their tasks effectively.

Participants

This research had ten (10) criminology interns from a university in Misamis Occidental as participants. They were selected through purposive sampling with the following considerations: (1) they were criminology students in internship at the time of the study, and (2) they were busy students, such as working students, student leaders, or family-oriented students. And (3) willing to participate.

Instruments

The study employed an interview guide as the principal data gathering instrument. The tool consisted of three distinct sections. The first section comprised opening questions aimed at getting demographic information like age, academic year, and internship site. The second section was aimed at exploring time management experiences among criminology interns, specifically how they navigated their time, balanced academic and internship work, and overcame issues revolving around workload and scheduling. The third section had questions regarding the strategies and techniques that they used to manage their time, and the support systems that assisted them in staying productive. For guaranteed information collection, in-depth face-to-face interviews were held for rich and detailed information collection. The College Research Committee reviewed the interview guide to ascertain compliance with ethical standards and to protect the welfare and rights of the participants.

Gathering Procedure

In order to make the research possible, the researchers obtained permission from the Dean of the College of Criminology of one of the universities in Misamis Occidental to interview the criminology interns. Upon securing clearance, the researchers requested

the participation of the interns in the study, clarifying that their participation was voluntary. The interviews probed the issues and challenges the interns faced while carrying out their responsibilities in the Tri-Bureaus. The participants were also told that their active participation and contribution were crucial to the success of the study.

Ethical Consideration

The researcher adhered to the university's ethical procedures in carrying out this qualitative study. Voluntary participation was strictly adhered to in the study, and interviews were only done with the informed consent of the participants. Every intern was required to read and sign an informed consent form drawn up by the researcher prior to taking part. Participants were told that they could withdraw from the study at any point in time without consequences or loss of entitlements. In addition, the signed consent form was not a waiver of legal rights or claims related to the study.

In order to conceal the participants' identities, anonymity and confidentiality were maintained throughout. The names of the participants were not revealed during the interview; rather, they were addressed respectfully as "Sir" or "Ma'am." No identifying details were made available in the findings or manuscript. Privacy and confidentiality were ensured at all times, especially on names and other personal data that are irrelevant to the study, to ensure the welfare of participants. The researcher rigidly followed Republic Act No. 10173, or the "Data Privacy Act of 2012," and made sure that all the data were handled in a secure and confidential manner. The consent form was drafted in simple and concise language to prevent miscommunication and to guarantee that participants were well aware of their role and contribution to the study.

Data Analysis

The phenomenological reduction data analysis method by Moustakas (1994) was employed in this research. Moustakas' strategies were used to analyze the transcripts of all participants interviewed. The phenomenological reduction steps that guided analysis of the data collected are as follows: (1) Bracketing (2) Horizonlization (3) Clustering into Themes, (4) Textural Description (5) Structural Description, and (6) Textural- Structural Synthesis.

Bracketing was applied in our method in order to minimize the extent of preconceived notion and perception prior to the study being conducted. Which may lead to the profound level of inquiry from the topic and population selection, interview design, gathering and interpretation, and research finding dissemination.

Horizonlization is the enumeration of all the verbatim that are pertinent to the study. Statements that are irrelevant, redundant, overlapping, and beyond the scope of the study are not considered.

Clustering reduces experience that is invariant and forms core themes and confirms the invariant experience through more than a single data source. When reducing the statements, we cluster them into forming themes with each and having only one meaning.

For confirming the we used other means other than data-gathering means like observation, field note-taking and related literature when reviewing the findings. This confirmation is essential to the accuracy and clarity of the representations.

Textural description or 'what happened' is used to describe an account which describes perception of the phenomenon.

In order to get the textural description of the participants' experience, we employed verbatim excerpt during the interview and offer narration of meaning units which originate from the themes.

Structural description, or 'how it happened', is the syncretic integration of imaginative variation, which is from genius 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 gathered the meaning units of each of the participants and build it a composite of textural and structural descriptions common in them. The narration which come to represent all of the participants are written in third person perspective.

RESULTS AND DISCUSSIONS

Balancing Multiple Responsibilities

Criminology interns usually struggle to balance academic responsibilities, internship tasks, and family life (Lumingkit et al., 2024; Solis et al., 2024 ; Hilinski et al., 2023). The situational nature of the internship work like unexpected case file evaluations, assignments at the eleventh hour, or activities involving the community often clashes with school schedules and personal commitments (Baird & Mollen, 2023; Hite, 2022). This having to continually switch between several duties causes stress and forces interns to have flexible coping mechanisms in order to keep producing, meet deadlines, and sustain professional performance during their internship.

One of the common issues raised by criminology interns is the challenge of juggling several responsibilities, such as internship tasks, academic workloads, personal life, and in some instances, even financial needs (Lumingkit et al., 2024; Solis et al., 2024 ; Bartle et al., 2025). Interns emphasized that having to manage these conflicting demands dictates adapting to varied environments and professional demands constantly and prioritizing tasks with attention (Mathiassen, 2024; Luo et al., 2025; Hora et al., 2024). The necessity of coordinating work, study, and personal undertakings while ensuring proper rest and sustaining productivity becomes a major source of stress (Muchiri, 2022; Thoti, 2022). Such experiences highlight how internships require not only technical proficiency but also the capacity to successfully manage and integrate different components of daily living, calling for adaptive strategies to preserve both performance and health (Ansari, 2025; Tan et.al., 2023).

"I have encountered during my internship is coordinating my academic obligations, personal life, and internship responsibilities, particularly because each rotation demands perpetual adjustment to various settings and the professional requirements of each bureau or station." (P2)

"I have faced during my internship was finding enough time to balance schoolwork, social life, and internship responsibilities, which often require me to make compromises and set priorities very carefully." (P3)

"I encountered during my internship was coordinating work and personal life, specifically getting enough time to rest and recuperate from physically and mentally draining activities and performing school obligations at the same time." (P9)

"I experienced throughout my internship was prioritizing work, school obligations, and minimal monetary sources, as I was unable to constantly work while maintaining academic responsibilities." (P10)

The balancing of numerous duties constitutes a core time management dilemma in criminology internships since interns need to, at the same time, perform academic duties, fieldwork, report writing, research activities, and personal duties (Lumingkit et al., 2024; Solis et al., 2024; Baird & Mollen, 2023). The chaotic and changing nature of the internship landscape attended by instant case reviews, unexpected assignments, and community duties typically interrupts formal schedules, compelling interns to continuously redefine priorities and make compromises (Baird & Mollen, 2023; Ishola, 2024). Balancing these multifaceted demands requires effective planning, disciplined time scheduling, and the capacity to foresee potential clash among tasks (Khan, 2023; Kuusisto, 2025; Wang, 2024). Ineffective handling of multiple responsibilities may lead to late submission, diminished work quality, stress, fatigue, and challenges in maintaining professional competence (Muchiri, 2022; Alkhudhayr & Aljabr, 2025). As such, interns need to adopt approaches that allow them to balance academic, professional, and personal activities and maintain productivity and health during the internship exercise (Hora et al., 2024; Mathiassen, 2024; Baird & Mollen, 2023).

It is a real challenge for criminology interns to balance several responsibilities at once since they have to juggle academic requirements, internship tasks, and private obligations on the same time (Lumingkit et al., 2024; Solis et al., 2024; Baird & Mollen, 2023). While doing this balancing act, most interns end up being more stressed and fatigued, as they have to handle the demands of different environments and professional requirements (Kelly et al., 2020; Baird & Mollen, 2023). Proper time management techniques like prioritizing tasks, establishing clear goals, and applying planning tools are necessary to ensure productivity and well-being (Khan, 2023; Sandua, 2024). Interns who come up with and put such strategies into practice are well placed to navigate the intricacies of their jobs and be successful in their academic and professional pursuits (Baird & Mollen, 2023; Ansari, 2025, Imjai et al., 2024).

The research on handling multiple tasks suggests that internships in criminology require not only professional and technical competencies but also effective organizational and time management skills (Lumingkit et al., 2024; Malbuyo et al., 2024 ; Solis et al., 2024). Interns will have to juggle the concurrent pressures of course requirements, field placements, and personal obligations, usually in uncertain and high-demand settings (Sallee, 2023; Mailhiot, 2022). This highlights the necessity of organized support frameworks, including formal time management training, mentorship initiatives, and available planning aids, to assist interns in coordinating their duties efficiently (Werner & Jeske, 2021; Schneider et al., 2024). Further, the findings emphasize developing selfdiscipline, prioritization abilities, and adaptive approaches, which are essential for maintaining productivity, minimizing stress, and managing overall health throughout the internship duration (Sandua, 2024; Zaportiza & Cuevas, 2025).

Prioritization and Planning of Important Task

Criminology interns are frequently put in high-stress situations where several tasks and deadlines overlap, necessitating meticulous planning and prioritization (Zaportiza & Cuevas, 2025; Pepper, 2024; Perez, 2024). Interns need to identify the most critical or urgent tasks, allocate time efficiently, and revise schedules in case of sudden assignments (Werner & Jeske, 2021; Baird & Mollen, 2023; Enciso et al., (2025). Proper application of planning tools, task segregation, and time-blocking strategies enables interns to organize workloads methodically, ensure quality, and achieve deadlines (Singh, 2025; Sandua, 2024; Weis, 2023). This is an indication of how systematic planning and conscious prioritization are required to deal with the dynamic and uncertain nature of criminology internships (Lumingkit et al., 2024; Zaportiza & Cuevas, 2025; Baird & Mollen, 2023).

Criminology interns use diverse approaches to schedule and prioritize activities under time pressure (Lumingkit et al., 2024; Solis et al., 2024; Hilinski et al., 2023). Most of them start with the most challenging, urgent, or critical activities at the beginning, frequently allocating precise time limits to meet deadlines and exercise control over their workloads (Khan, 2023; Smelser et al., 2022). Interns use devices like charts, checklists, planners, sticky notes, and phone reminders to plan activities, monitor progress, and stay within deadlines (Werner & Jeske, 2021; Khan, 2023, Enciso et al., 2025). Methods such as dividing big tasks into little, bite-sized steps, time blocking, and concentrating on one task only are regularly utilized to increase efficiency as well as minimize pressure (Kumar, 2025; Wolfe, 2025; Tanaka, 2025). These methods showcase how intentional prioritization and systematic planning are absolutely necessary for coping with numerous duties in the active and uncertain setting of a criminology internship (Lumingkit et al., 2024; Zaportiza & Cuevas, 2025; Solis et al., 2024).

"In order to maintain organization, I prioritize tasks based on the urgent/important matrix, record difficult projects in smaller steps, and insert buffer time for unforeseen adjustments... I ensure effectiveness by establishing clear daily and weekly objectives, assessing priorities every morning, dividing substantial work into smaller amounts, employing time limits to concentrate, and assessing progress during the evening to plan for tomorrow." (P3)

"To remain well-organized, I tend to start the day by tackling the most urgent task first and creating a list of activities to do." (P5)

"To remain efficient, I create a list of all the tasks, address the most critical and pressing ones first, and utilize both planner and phone reminders to ensure timely completion... I have since then implemented measures such as time blocking and concentrating on one task at a time until its completion." (P8)

"To organize my time, I initially employed a planner but eventually added to-do lists, sticky notes, and reminders to determine which tasks needed to be tackled immediately and which ones could be postponed... I also prioritized tasks by importance and urgency, divided larger tasks into smaller steps, and allocated precise time slots, keeping a calendar to monitor deadlines and progress." (P9) Prioritization and planning under tight deadlines are essential aspects of criminology internship time management because interns are often faced with simultaneous tasks, urgent deadlines, and surprise assignments (Lumingkit et al., 2024; Solis et al., 2024; Zaportiza & Cuevas, 2025). Proper management entails the prioritization of most critical or exigent tasks, assigning certain time intervals for their execution, and dividing large assignments into successive, bite-size steps to facilitate systematic advancement (Lee-Feidler, 2021). Interns typically apply tools like planners, to-do lists, charts, sticky notes, and electronic reminders to plan activities, track deadlines, and mark achievements (Werner & Jeske, 2021; Khan, 2023; Enciso et al., 2025). Methods such as time blocking and working one thing at a time are used to avoid distractions and maintain focus (George, 2025; Van 2020; Tracy, 2025). Such practices allow interns to sustain productivity, ensure the quality of output, and achieve deadlines in spite of the unpredictable and stressful nature of internship tasks (Ansari, 2025; Hora et al., 2024)

Successful planning and prioritization under stress are crucial for criminology interns in handling the conflicting needs of academic work, internship tasks, and personal

lives (Lumingkit et al., 2024; Solis et al., 2024 ; Zaportiza & Cuevas, 2025). Research has identified the use of systematic time management techniques, including the establishment of clear priorities, the development of precise schedules, and the use of planning aids, as greatly enhancing the capacity of interns to meet deadlines and stay productive. For example, studies show that students who utilize strategies such as decomposing complex tasks into manageable steps and employing planners or computer reminders are in a better position to deal with the intricacies of their work (Bergan, 2024). Moreover, these approaches also lead to lower stress levels and enhanced general performance (Martin et al., 2024; Wasti et al., 2020 ; Vandana et al., 2021). These findings suggest that time management practices should be encouraged and integrated into the criminology internship programs to help the interns effectively manage their academic, internship, and personal responsibilities while maintaining their productivity.

Strategic Use of Planning and Organizational Tools

Criminology interns organize their internship tasks, academic work, and personal obligations using a range of planning and organizational devices (Lumingkit et al., 2024; Solis et al., 2024; Kratcoski, 2021). These are planners, calendars, to-do lists, sticky notes, digital reminders, and charts, which assist interns in keeping track of deadlines, monitoring progress, and planning the day effectively (Werner & Jeske, 2021; Enciso et al., 2025).

Methods like task segmentation for larger activities into smaller steps, time blocking, and tackling a single activity at a time enable interns to methodically manage several tasks, achieve deadlines, and stay productive in the face of unpredictable demands of their internship setting.

Criminology interns utilize different planning and organizational methods to organize their workload and have control over their time schedule (Lumingkit et al., 2024; Solis et al., 2024; Hilinski et al., 2023). Some of the most common methods involve using instruments like planners, calendars, to-do lists, sticky notes, and electronic reminders to keep track of tasks, check deadlines, and organize daily activities (Kjønsberg & Ydse, 2022; Lund & Wiese, 2022; Harkwell, 2024). Concentrating on one task at a time and working during personal peak productivity hours are other methods employed to maximize efficiency and timely fulfill obligations (Sandua, 2024; Khan, 2023; Marquardt & Kearsley, 2024). These practices illustrate how strategic application of planning tools and systematic approaches facilitate interns to manage multiple demands while staying productive and organized (Lui et al., 2020; Schermerhorn & Bachrach, 2020 ; Singh, 2021).

"To manage, I lean on methods such as computer calendars and clock apps for planning out my day, and a physical calendar for daily to-do lists, while also engaging in time blocking, breaking down big tasks into little steps, and working during my high productivity window between 3 a.m. and 6 a.m." (P1)

"To keep myself well-organized, I usually begin the day by confronting the most important thing first and making a list of things to do... I also make use of planners to stay on top of tasks." (P5)

"To stay effective, I make a list of all the tasks, tackle the most important and urgent first, and use both planner and phone reminders to get them done on time. I have since then also used strategies such as time blocking and focusing on a single task at a time until its completion." (P8)

"To manage my time, I originally used a planner but later incorporated to-do lists, sticky notes, and reminders to ascertain what needed to be done urgently and what could be left until later. I also sorted tasks in terms of importance and urgency, broke down larger tasks into discrete steps, and scheduled specific time slots, keeping a calendar to track deadlines and progress." (P9)

Strategic application of planning and organizational tools is a primary method for coping with the multiple responsibilities in criminology internships (Lumingkit et al., 2024; Malbuyo et al., 2024; Solis et al., 2024).

Interns utilize numerous tools such as planners, calendars, to-do lists, sticky notes, and electronic reminders to plan activities, track deadlines, and follow up on progress methodically (Werner & Jeske, 2021; Enciso et al., 2025). Interns also concentrate on a single task at a time and use periods of peak productivity to get the most work out of them (Steffey et al., 2023; Bloom et al., 2022; Aderibigbe et al., 2023). These organized approaches enable interns to keep up with organization, balance conflicting demands, minimize stress, and guarantee consistent output even in light of the volatile and dynamic character of internship tasks (Mathiassen, 2024).

Criminology interns usually experience difficulties in coordinating multiple tasks, for example, academic workloads, internship responsibilities, and personal activities (Lumingkit et al., 2024; Solis et al., 2024; Hilinski et al., 2023). Previous studies have established that time management skills like prioritization, goal setting, and the application of planning tools are critical to help these multi-tasking individuals succeed (Anteneh & Gebremeskel, 2023; Crenshaw, 2021). For example, studies show that dividing big projects into manageable tasks, making detailed timetables, and using computer programs such as calendars and reminders can greatly increase productivity and lower stress (Crenshaw, 2021; Khan, 2023). Furthermore, establishment of concrete, quantifiable, attainable, relevant, and time-specific objectives and prioritization of key tasks are highly advised routines for staying organized and meeting deadlines (Patidar & Suman, 2025; Davidov et al., 2024). These tactics not only assist interns in staying on target but also play a role in developing resilience and guaranteeing success in many different areas of their life (Goodenough et al., 2020; Baird & Mollen, 2023).

Cultivation of Self-Discipline and Routine

Criminology interns also learn self-control and organized routines to efficiently cope with internship duties, study, and personal life (Zaportiza & Cuevas, 2025; Colanggo et.al., 2024). Through fixed daily routines, organizing high-priority tasks, rescheduling waking times and work hours, and including short break periods, interns are able to stay focused, keep stress low, and maintain productivity. This development of orderly habits and systematic routines enables interns to adjust to the uncertain needs of their internship while maintaining consistent performance, prompt task completion, and overall wellness (Mathiassen, 2024; Hundt, 2024; Hora et al., 2024).

Criminology interns retain productivity and keep up with their work by developing self-control and building disciplined regimens (Zaportiza & Cuevas, 2025; Wang & Yang, 2021). Techniques involve setting priority on the most critical or pressing tasks, writing down to-do lists and memos, dividing enormous assignments into smaller steps, and employing planners or phone alarms to monitor deadlines. Interns also rewire everyday habits, like waking up progressively earlier and utilizing time-blocking methods, to optimize concentration and efficiency (Bora, 2024; Sandua, 2024; Sangeetha, 2024). Moreover, they understand the need to balance work and rest to build up energy and carry on with uninterrupted performance (Kumar & Vinayakan, 2024; Tuckwell et al., 2022). These routines illustrate how disciplined schedules and conscious time management help interns achieve deadlines, lower stress levels, and remain organized in the midst of the challenges of their internship (Enciso et al., 2025; Baird & Mollen, 2023).

"To remain well-organized, I tend to start the day by tackling the most urgent task first and creating a list of activities to do, but I also have the tendency to waste time on unimportant issues after exhausting tasks, which breaks my habit and makes me get up late and rush the following day. This experience taught me the need to balance rest with duties in order to remain healthy and productive." (P5)

"To overcome this, I broke down big assignments into bite-sized steps, which helped me remain in control, make consistent progress, and meet deadlines with reduced stress... To rectify this, I slowly conditioned myself to wake up earlier, changing my schedule from 4 to 5 a.m., making me more alert and prompt." (P7)

"To remain efficient, I create a list of all the tasks, address the most critical and pressing ones first, and utilize both planner and phone reminders to ensure timely completion... I have since then implemented measures such as time blocking and concentrating on one task at a time until its completion." (P8)

The development of routine and self-discipline is a key element of efficient time management among criminology interns (Colanggo et al., 2024; Solis et al., 2024 ; Zaportiza & Cuevas, 2025). Interns set routine daily timetables, compartmentalize highpriority and high-urgency tasks, and logically sequence their work using tools like to-do lists, planners, memos, and electronic reminders (Pliam, 2022). Interns divide bigger assignments into smaller, workable steps, apply time-blocking strategies, and concentrate on a single task at a time to ensure efficiency and avoid mistakes (Sandua, 2024; Singh, 2025). Changes in daily routines, including rising early and reserving particular times for working and resting, assist in maintaining energy levels, focus, and overall efficiency (Kumar & Vinayakan, 2024; Saxon et al., 2021; Southerton, 2020). Such structured routines allow interns to respond to uncertain workloads, achieve deadlines on a regular basis, reconcile professional and academic requirements, and cut down on stress, thereby promoting maintained performance and well-being during the internship (Mathiassen, 2024; Homann & Ehmke, 2025).

Comparable studies emphasize the importance of self-discipline and wellorganized routines in upgrading the performance of criminology interns (Khairy & Abdelaal, 2023; Maturi, 2024). For example, a study highlighted how criminology students use strategies like time management, self-discipline, and goal-setting to manage the challenges of balancing studies, work, and personal life, especially during stressful times like internships (Zaportiza & Cuevas, 2025; Daga & Gupit, 2025). Such strategies

assist students to remain organized and avoid procrastination by dividing big tasks into smaller, manageable goals (Sangeetha, 2024; Valente et al., 2024; Tracy, 2025). Likewise, studies of Saint Columban College criminology students indicated that effective time management behaviors, such as self-monitoring and self-adjustment, are linked with increased academic accomplishment and decreased anxiety levels. Students with established study habits and time management skills improve grades and better understand criminology topics. In addition, research on Polytechnic College of La Union students in criminology underscored the need to promote self-discipline and routine in juggling academic. The study revealed that students who developed orderly routines and maintained disciplined study habits were more capable of navigating the requirements of their course of study and internship (Ansari, 2025; Enciso et al., 2025, Del Rosario & Irene 2024). Together, all these studies underscore that self-discipline and development of organized routines are crucial for criminology interns to be able to properly perform their tasks and improve their performance during the course of internships (Solis et al., 2024; Colanggo et al., 2024; Zaportiza & Cuevas, 2025).

Enhanced Productivity and Task Completion

Good time management enables criminology interns to systematically manage numerous tasks, ensure timely delivery, and keep the quality of work intact (Lumingkit et al, 2024; Zaportiza & Cuevas, 2025; Solis et al.,2024). Through techniques like task prioritization, making checklists, dividing bigger tasks into smaller ones, and utilizing planning tools, interns ensure efficient completion of tasks without delays or hurried work (Enciso et al., 2025; Khan, 2023; Sandua, 2024). This organized methodology not only guarantees timely completion of internship and academic responsibilities but also

facilitates consistent performance and overall productivity during the entire internship period (Rahman et al., 2024; Werner & Jeske, 2021).

Time management efficiently improves the work output and task fulfillment of criminology interns (Lumingkit et al., 2024; Solis et al., 2024 ; Zaportiza & Cuevas, 2025). Interns indicate that organized practices like making charts, checklists, and prioritized calendars help them systematically complete tasks, adhere to deadlines, and ensure the quality of their work (Enciso et al., 2025; Werner & Jeske, 2021 ; Baird & Mollen, 2023). The practices also help in organizing better, minimizing stress, and balancing work with recreation or personal activities (Tărcăiet & Buhaș, 2024; Maguire, 2024). In contrast, ineffective time management leads to hurried work, failed deadlines, heightened tension, and reduced performance, illustrating the direct relationship between disciplined time management and regular, high-level task fulfillment in internship environments (Enciso et al., 2025; Fathurrahman, 2020).

"These methods have assisted me in upholding performance, dependability, and professionalism, although I am aware that careless time management would lead to hurried work, delays, tension, and even damage to my reputation." (P1)

"I developed my time management over time by making charts and checklists to organize my activities and monitor progress, which not only assisted me in completing my tasks in a systematic way but also provided me with room for entertainment and socialization, lowered stress, and enhanced my overall well-being." (P3)

"Good time management has enabled me to remain productive, meet or better targets, and have healthy working relations, whereas bad management can result in incomplete work, anxiety, and tense interactions." (P4)

"Good time management enabled me to meet deadlines, keep quality high, and find some time to unwind, while poor time management led to doing things in a hurry, late submission, and higher stress levels, impacting my performance adversely." (P10)

Improved productivity and task accomplishment are most directly affected by efficient time management skills in criminology internships (Lumingkit et al., 2024; Malbuyo et al., 2024 ; Zaportiza & Cuevas, 2025). Interns who categorize work

systematically, divide large assignments into smaller, manageable tasks, and apply tools for organization like charts, checklists, planners, and electronic reminders are able to accomplish tasks in a timely manner and reach deadlines consistently. Structured planning enables a systematic work style such that both internship responsibilities and academic obligations are being met without compromising quality (Baird & Mollen, 2023). Further, disciplined time management creates space for brief breaks and personal activities, which helps maintain concentration, minimize stress, and ensure general well-being (Walton, 2022; Martin, 2022). Conversely, poor time management results in hurried work, late submission of work, mistakes, and decreased productivity, showing that the capacity to plan and coordinate work effectively is crucial for attaining regular productivity and effective work completion within the internship setting.

Timely management is critical for maximizing the productivity and work accomplishment of criminology interns (Lumingkit et al., 2024; Zaportiza & Cuevas, 2025; Solis et al., 2024). Research has systematically revealed that interns who adopt organized planning methods prioritizing tasks, using planners, making to-do lists, and using timeblocking methodologies see efficiency increase and stress levels decrease (Sandua, 2024). For example, studies show that interns who create and stick to structured schedules are more likely to accomplish deadlines, uphold work quality, and juggle multiple responsibilities successfully (Werner & Jeske, 2021; Jerez et al., 2023 ; Sallee, 2023). Moreover, such time management strategies lead to increased workplace satisfaction and experiential learning, as interns are able to manage their activities with more poise and capability (Zehr & Korte, 2020; Hora et al., 2024; Pantaruk et al., 2025). On the other hand, poor time management usually results in hurried work, late deliveries, and more anxiety,

highlighting the need for strict time management towards maximized performance during internships environments (Enciso et al., 2025; Baker & Fitzpatrick, 2022).

Reduced Stress and Improved Professionalism

Effective time management assists criminology interns in reducing pressure and being professional while juggling various responsibilities. By scheduling work, prioritizing critical and time-sensitive tasks, and giving sufficient time for rest and rejuvenation, interns are able to work without anxiety, avoid missing deadlines, and maintain the quality of their work. This systematic approach not only limits pressure and tension but also promotes reliability, calmness, and professionalism, allowing interns to perform efficiently in fastpaced and challenging internship settings.

Organized time management is fundamental in minimizing stress and facilitating professionalism among criminology interns. Structured planning, prioritizing, and scheduled discipline are reported by interns to allow them to hit deadlines, uphold quality in their work, and balance multiple roles with confidence. These time management practices also facilitate healthy working relationships and build on reliability, composure, and accountability. On the other hand, inefficient time management results in scurried work, missed deadlines, elevated pressure, and impaired performance, as it emphasizes the direct relationship between disciplined time management, less stress, and the upholding of professional standards in internship environments.

"These methods have assisted me in upholding performance, dependability, and professionalism, although I am aware that careless time management would lead to hurried work, delays, tension, and even damage to my reputation." (P1)

"Good time management has enabled me to remain productive, meet or better targets, and have healthy working relations, whereas bad management can result in incomplete work, anxiety, and tense interactions." (P4)

"Successful time management enabled me to meet deadlines, ensure quality, gain confidence, and accept more responsibilities, while ineffective management resulted in late delivery, pressure, and substandard work." (P9)

"Good time management enabled me to meet deadlines, keep quality high, and find some time to unwind, while poor time management led to doing things in a hurry, late submission, and higher stress levels, impacting my performance adversely." (P10)

Less tension and increased professionalism are important benefits of successful time management during criminology internships (Lumingkit et al., 2024; Solis et al., 2024 ; Hilinski et al., 2023). Interns who manage to schedule tasks, prioritize things that need to be done first, and optimize the use of time have fewer anxiety and pressure levels, which enable them to stay focused and work consistently (Enciso et al., 2025; Luo et al., 2025). Detailed planning, schedules enforced rigorously, and the utilization of organizational aids lead to the timely completion of tasks, the consistent quality of work, and multiple responsibilities being managed at the same time (Kerzner, 2025; Tushemereirwe, 2021). These methods not only avert mistakes and hasty productions but also generate reliability, calmness, accountability, and good professional conduct (Grabau, 2023; Morley et al., 2020). Conversely, poor time management creates procrastination, late submission of tasks, rushed work, and elevated stress levels, proving that time management in a disciplined manner is key to maintaining both performance and professionalism in changing internship settings.

The related studies persistently attest to the vital importance of time management for minimizing stress and improving professionalism among criminology interns (Lumingkit et al., 2024; Solis et al., 2024). Existing research proves that efficient time management habits, including establishing clear goals, prioritization of tasks, and following formalized schedules, largely minimize stress and maximize concentration (Yadav et al., 2023; Sharma, 2024). For example, research on criminal justice students highlights that by

balancing personal and academic responsibilities through systematic planning, not only does one decrease stress but also optimizes total performance and professionalism. Additionally, criminology students have indicated that adopting time management techniques, such as making to-do lists and using planners, results in improved organization, meeting deadlines, and decreased anxiety levels (Lumingkit et al.,2024; Solis et al.,2024). These results reinforce the need for developing self-control and organized schedules to uphold professionalism and deal with pressure successfully during internships (Zhang et al.,2025 ; Li et al., 2021).

Development of Practical Time Management Skills

Through their internship work, criminology interns gained real-life time management skills that allowed them to manage multiple tasks effectively (Lumingkit et al., 2024; Solis et al.,2024 ; Malbuyo et al.,2024). They were able to prioritize, make to-do lists and checklists, divide larger assignments into steps, and utilize organizational tools like planners, calendars, and electronic reminders (Higgins et al., 2023; Sandua, 2024; Martin, 2025). Tools such as time blocking, single-tasking, and timing work during periods of peak productivity assisted interns to effectively organize their day, meet deadlines, and ensure the quality of their outputs, offering experiential learning in coping with professional, academic, and personal responsibilities.

Criminology interns gained hands-on time management skills from employing multiple strategies and tools to structure their tasks efficiently (Solis et al., 2024; Malbuyo et al., 2024; Manuel Jr & Paglinawan, 2025). Interns also used techniques like time blocking, dividing big tasks into small steps, and working during the most productive hours (Werner & Jeske, 2021; Enciso et al., 2025 ; Hora et al.,2021). These habits helped

them to structurally fulfill tasks, monitor progress, juggle numerous responsibilities, minimize stress levels, and ensure overall wellness, gaining practical experience in handling academic, internship, and personal requirements (Bora, 2024; Maguire, 2024).

"To manage, I lean on methods such as computer calendars and clock apps for planning out my day, and a physical calendar for daily to-do lists, while also engaging in time blocking, breaking down big tasks into little steps, and working during my high productivity window between 3 a.m. and 6 a.m." (P1)

"I developed my time management over time by making charts and checklists to organize my activities and monitor progress, which not only assisted me in completing my tasks in a systematic way but also provided me with room for entertainment and socialization, lowered stress, and enhanced my overall well-being." (P3)

"To remain well-organized, I usually start the day by tackling the most urgent task first and creating a list of activities to do, but I also have the tendency to waste time on unimportant issues after exhausting tasks, which breaks my habit and makes me get up late and rush the following day." (P5)

"To manage my time, I originally used a planner but later incorporated to-do lists, sticky notes, and reminders to ascertain what needed to be done urgently and what could be left until later. I also sorted tasks in terms of importance and urgency, broke down larger tasks into discrete steps, and scheduled specific time slots, keeping a calendar to track deadlines and progress." (P9)

The acquisition of functional time management skills is one of the major learning experiences for criminology interns, allowing them to effectively manage multiple responsibilities. Interns apply diverse strategies and tools to plan and order their tasks, such as planners, calendars, charts, checklists, sticky notes, and reminders on digital devices. They divide major tasks into minor, manageable steps, use time-blocking strategies, and set work at optimal productivity hours to achieve maximum concentration and effectiveness. Such behaviors enable interns to systematically accomplish things, track progress, deliver deadlines, and ensure the quality of their products. Moreover, the systematic time management leaves room for rest, recreation, and leisure activities, which can prevent stress and keep overall well-being intact. Through such experiences, interns

develop practical, real-life skills in managing academic, professional, and personal responsibilities in a dynamic and usually unpredictable internship setting.

The related research points to the importance of learning effective time management techniques among criminology interns. Studies confirm that successful time management activities, like planning schedules, ordering tasks, and establishing achievable objectives, are necessary for interns to cope with the challenges of being students and professionals at the same time. Applying these strategies can assist interns in maximizing their time, minimizing stress, and maximizing productivity. In addition, a criminology student study points to the significance of experience-based learning in both knowledge and skills acquisition, with time management as an essential part of such learning. The findings from this study indicate that internships are invaluable for enabling students to apply time management skills in actual situations, which improves their academic and career performance.

Cultivation of Discipline, Adaptability, and Self-Regulation

With their internship experience, criminology interns gained discipline, flexibility, and self-control to effectively manage uncertain workloads and dual responsibilities. They became able to modify personal routines, adopt realistic calendars, divide tasks into doable steps, concentrate on one task at a time, and use short break times to maintain concentration and productivity. These habits instilled personal responsibility, adaptability, and the capacity to stay productive and professional in the face of surprise demands, preparing interns with the competencies to manage academic as well as professional obligations effectively.

Criminology interns developed discipline, flexibility, and self-control by pursuing strategies that balanced performance with well-being. They discovered ways to manage time effectively between tasks, include short breaks to stay focused, and make progressive changes to morning routines, like waking up earlier, to optimize alertness and punctuality. Methods such as time blocking and focusing on a single task at a time assisted interns in more effectively managing workloads, exercising personal responsibility, resilience, and consistent productivity. These strategies assisted them in staying productive, upholding quality work, and adjusting to the changing demands of both their internship and school work.

"This experience taught me the need to balance rest with duties in order to remain healthy and productive." (P5)

"I also exercised splitting time equally between tasks and then taking brief rests to maintain concentration and efficiency." (P6)

"To rectify this, I slowly conditioned myself to wake up earlier, changing my schedule from 4 to 5 a.m., making me more alert and prompt." (P7)

"I have since then implemented measures such as time blocking and concentrating on one task at a time until its completion." (P8)

The acquisition of discipline, flexibility, and self-control is an essential learning activity for criminology interns, as it allows them to handle multiple duties and unstructured workloads (Lumingkit et al., 2024; Solis et al., 2024 ; Malbuyo et al., 2024). Interns establish organized routines, change daily routines, and apply methods like breaking down activities into manageable segments, dealing with a single task at a time, and using short breaks to sustain focus and productivity. They also exercise step-by-step adaptation of habits like getting up early or reserving peak hours of productivity for challenging tasks to increase alertness, timeliness, and overall performance (Bora, 2024; Martin, 2025). These strategies instill personal responsibility, hardiness, and self-discipline so that interns can manage academic, professional, and personal pressures while maintaining

productivity, work quality, and professional conduct in changing and stressful internship settings (Farlow, 2022; Zaportiza & Cuevas, 2025).

Compared studies emphasize the importance of developing discipline, flexibility, and self-regulation in criminology interns (Zaportiza & Cuevas, 2025; Lupao et al., 2025; Manuel Jr & Paglinawan, 2025). According to research, students who are resilient have improved time management, problem-solving abilities, and flexibility, hence their grades. For example, one study concluded that resilient students were most likely to continue studying and perform well compared to less resilient students. In addition, criminology internships offer students with precious chances to practice their theoretical knowledge and develop hands-on skills in practical contexts, enabling them to better grasp the discipline and hone their professional skills (Malbuayo et al., 2024; Kakar, 2025; Libradilla et al.,

2025). Moreover, internships serve to significantly increase students' self-confidence, resilience, and personal motivation through their exposure to real-life situations in law enforcement and public safety (Lumingkit et al., 2024; Greenberg, 2024; Musko, 2020). These results highlight the value of teaching criminology interns to develop discipline, flexibility, and self-management in order to equip them with the dynamic needs of the criminal justice profession (Cosmiano et al., 2023; Prowten et al., 2025; Kotra et al., 2025).

CONCLUSION AND RECOMMENDATION

The research showed that time management is a basic ability for criminology interns, as it allows them to effectively juggle the requirements of academic obligations, internship tasks, and private life. Interns who used skills like prioritization, correct scheduling, and regular routines exhibited higher competence in getting things done efficaciously, fulfilling deadlines, and staying professional amidst the hassle of a hectic program. These habits also served to reduce stress and burnout so that they remained motivated and focused throughout the internship. Findings highlight the importance of time management, not just in achieving academic success, but also in enhancing the interns' adaptability and work ethic, both of which are critical in preparing them for the dynamic and challenging world of the criminal justice field. Overall, the study underscores the value of time management as a transferable life skill that supports holistic development, resilience, and readiness for future career responsibilities.

On the basis of the findings, it is highly advised that criminology programs offer structured and ongoing support to interns in developing quality time management skills. Academic institutions can include training sessions, workshops, and seminars on prioritization, organization, and productivity techniques as part of pre-internship preparation. There can also be the introduction of practical tools, including organizers, computer-based scheduling software, and progress checks at regular intervals, by schools to enable learners to adjust to multiple academic, internship, and personal responsibilities. By institutionalizing such endeavors, interns will not only enhance their academic achievement but also learn to be resilient, efficient, and accountable that are much needed for professional practice. In the long run, providing strong time management skills to

interns will lead to graduates who are competent, disciplined, and service-minded and thus can succeed both in academia and in the workplace.

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of **chatGPT** and **chatgpt.com** to generate.../ I have not used any AI

tools or technologies to prepare this research paper/thesis.

Prompt: Make a background about exploration of time management among criminology interns

Use: I used the output as a starting point for generating ideas.

Example:

I acknowledge the use of ChatGPT [<https://chat.openai.com/>] to help create the

background of my study.

I entered the following prompt: “Make a background about exploration of time

management among criminology interns”

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APPENDICES

APPENDIX A

Interview Guide

Introduction

1. Introduce yourself and briefly explain the purpose of the study, which is to explore time management practices among criminology interns.
2. Discuss the focus of the study, including the challenges interns face, how they prioritize their responsibilities, and how time management impacts their performance.
3. Provide informed consent, assuring participants that their responses will remain confidential and will only be used for research purposes.
4. Explain the structure of the interview, including the use of audio recording and note-taking for accuracy.
5. Ask if the participant has any questions before starting the interview.
6. Test audio recording equipment to ensure it functions properly.
7. Ensure the participant feels comfortable and ready to proceed.

Opening Questions

1. Can you tell me a bit about your experience as a criminology intern? What does a typical day look like for you?
2. How do you currently manage your time between internship responsibilities, academic requirements, and personal life?

Core Questions

1. What are the biggest time management challenges you have faced during your internship?
2. How do you prioritize tasks and schedule your time effectively? Do you use any specific strategies or tools?
3. Can you describe a situation where poor time management affected your internship performance or academic responsibilities? How did you handle it?
4. How do you allocate your time to ensure efficiency in your internship tasks?
5. In what ways does your ability (or inability) to manage time impact your overall productivity and performance as an intern?
6. Have you received any guidance or training on time management during your studies or internship? If so, how helpful was it?
7. What improvements or support systems do you think could help criminology interns manage their time better?

Concluding Statements

1. Thank the participant for their time and insights.
2. Ask if they would like to receive a copy of the study's results upon completion.
3. Offer any further clarifications and ensure the participant is comfortable with the interview process.

APPENDIX B



Misamis University
Ozamiz City
College of Criminology



July 22, 2025

DR. JOSE F. CUEVAS JR.

Dear Dr. Cuevas;

Greetings of Peace!

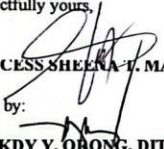
We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City, are currently conducting our thesis study entitled "*Juggling Demands: Exploration Of Time Management Among Criminology Interns*," in partial fulfillment of the requirements for the course Criminological Research 1.

In this respect, we humbly request your authorization to conduct a survey an interview on selected criminology interns under your supervision. Be assured that informed consent will be requested before they participate, and all answers will be strictly kept confidential and used only for academic and statistical analysis.

We look forward to your positive response because your support will significantly contribute to the successful undertaking of our qualitative study and academic path.

Thank you immensely, and may your office continue to be excel in public service.

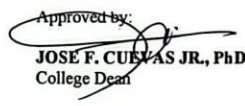
Respectfully yours,


PRINCESS SHEENA Y. MAÑEGO

Noted by:


MARKDY Y. ORONG, DIT
Instructor

Approved by:


JOSE F. CUEVAS JR., PhD
College Dean

APPENDIX C

**Misamis University**
Ozamiz City

MISAMIS UNIVERSITY RESEARCH CENTER
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: _____
College/Department: COLLEGE OF CRIMINOLOGY
Research Title: JUGGLING DEMANDS: EXTORTION OF TIME MANAGEMENT AMONG
CRIMINOLOGY MAJORS

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐ Quantitative	☒ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instruments/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: CRIMINOLOGY MAJORS

c. Procedure:

☐ Survey	☒ Interview	☐ Experimentation	☐ Laboratory Testing
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d. Place of Implementation/Study Area: _____

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☒ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
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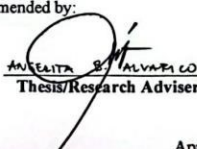
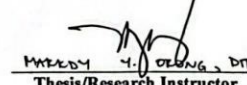
e. Date/s of Implementation/Sampling: _____

Attachments:

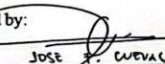
☒ Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☒ Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

 ANITA B. SALVADO Thesis/Research Adviser	 MARLYN H. DELA CRUZ, DT Thesis/Research Instructor
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Approved by:


JOSE P. CUEVAS JR., PhD
College Dean

CS Scanned with CamScanner

APPENDIX D

Transcript

Participant 1

Coordinating multiple responsibilities has been my biggest time management issue as a 4th-year criminology intern and previous student aide, as I continually balance internship responsibilities, schoolwork, and personal life while transitioning from the structured predictability of my previous position to the unstructured unpredictability of criminology work, including surprise reviews of case files and spontaneous recitations that tend to conflict with university deadlines. To manage, I lean on methods such as computer calendars and clock apps for planning out my day, and a physical calendar for daily to-do lists, while also engaging in time blocking, breaking down big tasks into little steps, and working during my high productivity window between 3 a.m. and 6 a.m. These methods have assisted me in upholding performance, dependability, and professionalism, although I am aware that careless time management would lead to hurried work, delays, tension, and even damage to my reputation. The majority of my advice has been through advisers and family members who taught me to prioritize and schedule, but I find the tips provided usually too vague against the harsh realities of criminology internships, where only unofficial advice is provided by supervisors in the form of informal tips and not formal training. Therefore, I think that formal training in time management, mentorship schemes, and more open communication would serve as key support structures to assist criminology interns in managing their time better.

Participant 2

The largest time management issue I have encountered during my internship is coordinating my academic obligations, personal life, and internship responsibilities, particularly because each rotation demands perpetual adjustment to various settings and the professional requirements of each bureau or station. To maintain organization, I tackle priority tasks first and use a minimalist to-do list as a perpetual reminder of my duties. Yet, there are times when conflicts occur, like when I was assigned by my adviser to prepare the duty roster of my fellow interns but was suddenly summoned to a Barangay session as a Purok Leader, which caused me to be unable to accomplish my internship assignment within the deadline. I overcome such difficulties by making to-do lists and memos, completing work as soon as possible, and not procrastinating, which keeps me organized, prepared, and capable of meeting deadlines. Advises from orientations, seminars, instructors, and advisers have also reminded me of the need to prioritize schedules, balance academic pursuits with internship work, and be practical when dealing with tasks. Overall, I have discovered that doing work ahead of schedule avoids delays, saves stress, and helps in handling numerous responsibilities with ease.

Participant 3

The most significant time management challenge I have faced during my internship was finding enough time to balance schoolwork, social life, and internship responsibilities, which often require me to make compromises and set priorities very carefully. In order to control my workload, I typically start with the more difficult or complex tasks and assign a particular time frame for their completion to maintain control

and allow other tasks to be completed on schedule. But during my 2nd year in college, I faltered when all of my minor subjects had separate assignments due simultaneously, and since I didn't allocate my time properly, I almost missed the deadlines and only barely made it through by asking for additional help even though the tasks were assigned for solo completion. I developed my time management over time by making charts and checklists to organize my activities and monitor progress, which not only assisted me in completing my tasks in a systematic way but also provided me with room for entertainment and socialization, lowered stress, and enhanced my overall well-being. A seminar I had attended in my 3rd year also came in handy, as it taught me such practical techniques such as task prioritization, scheduling, and making checklists, which I have since then used to better balance my academic, internship, and personal work.

Participant 4

Among the biggest time management problems in a criminology internship is handling various tasks with tight deadlines, including case studies, research, report writing, and fieldwork, along with unplanned or last-minute requirements that interfere with wellcrafted schedules. In order to maintain organization, I prioritize tasks based on the urgent/important matrix, record difficult projects in smaller steps, and insert buffer time for unforeseen adjustments. At the beginning of the internship, I had underestimated the time required for data collection, which generated stress and impacted the quality of my work, but by reestimating the actual time required, establishing earlier internal deadlines, and informing my supervisor about the delays, I learned to schedule tasks more realistically. I ensure effectiveness by establishing clear daily and weekly objectives, assessing priorities every morning, dividing substantial work into smaller amounts, employing time limits to concentrate, and assessing progress during the evening to plan for tomorrow. Good time management has enabled me to remain productive, meet or better targets, and have healthy working relations, whereas bad management can result in incomplete work, anxiety, and tense interactions. While I received rudimentary time management training in workshops and classrooms, my internship provided opportunities to practice under the guidance of project management tools and supervisor feedback. To further assist criminology interns, more direction on coping with variable tasks and more mentorship or progression monitoring systems would be most valuable.

Participants 5

Balancing in-field training with going to classes after duty has been one of the most challenging time management challenges as it involves switching between physical and mental energy during the day. Training for extended periods of time followed by lessons in school can be tiring, but with discipline and effective time management, I have developed resilience, flexibility, and being able to cope with multiple demands—qualities useful in both professional and personal development. To remain well-organized, I tend to start the day by tackling the most urgent task first and creating a list of activities to do, but I also have the tendency to waste time on unimportant issues after exhausting tasks, which breaks my habit and makes me get up late and rush the following day. This experience taught me the need to balance rest with duties in order to remain healthy and productive. I also give priority to critical tasks over pending work, which keeps me composed, concentrated, and content with my work, while indiscipline creates stress and

inadequate, hurried work. Professors' advice on discipline and supervisors' advice on effective task management have contributed to avoiding time wastage and better organization of duties. I think that scheduling set activities and decreasing last-minute announcements would simplify planning significantly, and a time management workshop or orientation prior to the internship would also equip interns with strategies and tools to balance fieldwork and academics more effectively.

Participant 6

The hardest part of my internship experience was juggling internship responsibilities and academic needs, particularly when both deadlines would coincide, making it overwhelming and stressful. I coped by organizing my schedule a day prior, enabling me to assign enough time to each task, sort out most important tasks first, and prevent final-minute stress. After having missed a deadline once because of inadequate planning, I discovered to divide tasks into small, simple steps that were easy to accomplish within time. I also exercised splitting time equally between tasks and then taking brief rests to maintain concentration and efficiency. This experience confirmed that effective time management allows timely, quality work, but ineffective time management results only in stress and lower productivity. Professor and internship staff guidance constantly reiterated the value of planning and discipline, which encouraged me to continue enhancing my organizational abilities. I feel further counseling and exposure to time management resources like planners, prioritization techniques, and schedules would better assist interns in balancing work in the evening on academic matters and field responsibilities, ultimately eliminating stress and leading to a healthier productivity-wellness balance.

Participant 7

One of my greatest time management issues while on internship was dividing long working hours with afternoon classes, leaving me exhausted, unable to concentrate, and having a hard time completing school assignments in preparation for the next day. To overcome this, I broke down big assignments into bite-sized steps, which helped me remain in control, make consistent progress, and meet deadlines with reduced stress. Nonetheless, time management earlier on impacted both my internship and school responsibilities since I was not accustomed to getting things done early, as I would usually wake up late, from 8 to 9 a.m. To rectify this, I slowly conditioned myself to wake up earlier, changing my schedule from 4 to 5 a.m., making me more alert and prompt. By doing high-priority tasks first, I had them completed on time without hastening, which provided me with greater clarity and less stress for other tasks. Proper time management has enabled me to work steadily, retain quality, and be calmer, while inadequate management only leads to hastening, mistakes, and decreased performance. I mostly depend on my own discipline and methods, and I realized that routine and consistency are most important for remaining organized. In addition to helping criminology interns, it would be helpful to give them proper guidance from supervisors, routine task schedules, regular reminders, and greater awareness of daily time usage, as these support systems would assist interns in being disciplined, professional, and effective.

Participant 8

One of the best time management struggles I had while undertaking my internship was juggling several tasks simultaneously, like school assignments, internship responsibilities, and barangay work, along with sudden meetings that affected my schedule and required me to adjust priorities on short notice. These sudden changes usually stressed me out and impacted the quality of work, but they also instructed me to be more adaptable and think ahead. To remain efficient, I create a list of all the tasks, address the most critical and pressing ones first, and utilize both planner and phone reminders to ensure timely completion. But poor planning once led me to miss a deadline on a report submission because I spent too much time on one school assignment and lost track of time, which taught me the value of balancing tasks and proper planning. I have since then implemented measures such as time blocking and concentrating on one task at a time until its completion, whereby I can work more efficiently and with less stress. Good time management enhances my productivity, composure, and capability to deliver on time and still maintain quality, while poor management brings pressure, errors, and stress. Though little guidance was offered by supervisors and professors, I learnt to depend on self-discipline and personal approaches to enhance my time management. I think that maintaining a well-organized schedule, a weekly plan, and constant supervision would greatly benefit interns by giving them proper direction, establishing realistic targets, and delivering timely feedback, which can minimize stress and confusion and maximize productivity.

Participant 9

One of the greatest time management hurdles that I encountered during my internship was coordinating work and personal life, specifically getting enough time to rest and recuperate from physically and mentally draining activities and performing school obligations at the same time. Managing these demands taught me the value of discipline, priority setting, and taking care of oneself in order to be productive and efficient. To organize my time, I initially employed a planner but eventually added to-do lists, sticky notes, and reminders to determine which tasks needed to be tackled immediately and which ones could be postponed. During times when fatigue impaired my ability to concentrate, I napped briefly for 10–30 minutes to revitalize. I also prioritized tasks by importance and urgency, divided larger tasks into smaller steps, and allocated precise time slots, keeping a calendar to monitor deadlines and progress. Working on a single task at a time and taking short breaks kept me productive during the day. Successful time management enabled me to meet deadlines, ensure quality, gain confidence, and accept more responsibilities, while ineffective management resulted in late delivery, pressure, and substandard work. Seminars, workshops, and advice from my internship supervisor reinforced these approaches, enabling me to prepare in advance, prioritize, and meet deadlines regularly. Building self-discipline, employing planners or computer tools, and attending time management seminars are essential moves for interns to maximize productivity, minimize stress, and attain significant outcomes both in work life and in academic endeavours.

Participant 10

One of the greatest time management dilemmas I experienced throughout my internship was prioritizing work, school obligations, and minimal monetary sources, as I was unable to constantly work while maintaining academic responsibilities. To effectively use my time, I used reminders, took notes, and assigned priorities to avoid forgetting anything essential. Sometimes attempting to do too many things at once left me with no time to study or get work done correctly, so I had to learn to prioritize responsibilities first and take a brief break to refresh, which enhanced academic and internship performance. I also developed the habit of doing things immediately after being delegated, never procrastinating, which enabled me to have a consistent flow of work, minimize errors, and keep stress at bay. Good time management enabled me to meet deadlines, keep quality high, and find some time to unwind, while poor time management led to doing things in a hurry, late submission, and higher stress levels, impacting my performance adversely. Guidance from seminars, instructors, friends, and counselors assisted in getting me to plan my time effectively and remain well organized. To further support criminology interns, employing mobile applications or programs to remind of tasks and assignments, as well as supporting frameworks such as routine meetings with supervisors or mentors, would serve to maintain organization, increase productivity, and enhance overall time management ability.

APPENDIX E

 Misamis University Ozamiz City MISAMIS UNIVERSITY RESEARCH CENTER Phone: +6388 521 0367 Fax: +6388 521 2917 Email: research@mu.edu.ph	
INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)	
Researcher/Investigator (Nagtuon): <u>HANNAH BEN LIBANO, PRINCESS SHEENA MARCO, HELVIC JAN PIAO, CHANCE DONI DAPA</u> Course: <u>MAJOR OF SCIENCE IN OCEANOLOGY</u> College: <u>COLLEGE OF OCEANOLOGY</u> Email / Contact Number: <u>09500020022</u>	
Thesis Title: <u>"JUGUING DEMANDS: EVALUATION OF THE MANABUWANT ATUWAL OCEANOLOGY INTERNS"</u>	
PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>PRINCESS SHEENA MARCO</u> the principal researcher/investigator of the study entitled "<u>JUGUING DEMANDS: EVALUATION OF THE MANABUWANT ATUWAL OCEANOLOGY INTERNS</u>". I am a student under the program, <u>MAJOR OF SCIENCE IN OCEANOLOGY</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>WELLES MARUANO</u> as respondents. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part of this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the <u>INTERVIEW</u>, you will be asked to affix your name and signature on this form for which you will be given a copy. (Maayong adlaw! Ako si <u>PRINCESS SHEENA MARCO</u> ang nagpahigayon sa pagtuon kabahin sa "<u>JUGUING DEMANDS: EVALUATION OF THE MANABUWANT ATUWAL OCEANOLOGY INTERNS</u>". Ako usa ka estudyante sa <u>Misamis University sa Ozamiz City</u>. Ako nagapili kanimo isip partisipante nga maoy mutubag sa gikinahanglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.
Purpose (Katuyoan)	The purpose of this study is to <u>PROVIDE VALUABLE INSIGHTS AND SPARK THE MANABUWANT</u>. This research will fill the gap about <u>THEIR LIVING EXPERIENCES, HIGHLIGHTS, PERCEIVED APPROACHES, THAT MEAN INTERNS</u>. (Ang katuyoan niini nga pagtuon mao ang <u>PROVIDE VALUABLE INSIGHTS AND SPARK THE MANABUWANT</u>. Kini nga pagtuon makahatag og kaayuhan ngadto sa <u>KAMAHAYAGAN SA AKADEMIA, PAMAHALA SA KANAL, ESTUDYANTE SA OCEANOLOGY</u>.)
Type of Research Intervention (Matang sa)	This study will be conducted through the use of <u>INTERVIEW</u>. The gathering of data will be conducted in person.



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Interbensyon sa Pagtuon)	(Kining pagtuon pagabuhaton pinaagi sa <u>INTERVIEW</u> . Personal ang pagkuha sa datos.)
Selection of Participants (Pagpili sa mga Partisipante)	The selection of the participants is based on the following inclusion criteria: The participants will be <u>purposive</u> selected through <u>INTERVIEW</u> . The participants will be selected with the following criteria: (Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod:)
Voluntary Participation (Boluntaryo nga Partisipasyon)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. Thus, you are free to decide if you will take part or not. If you decide to participate, you are free not to answer any question(s) if you choose not to, and you are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. (Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-decision ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)
Procedure (Pamaagi)	The respondents will be given ample time to read the items in the questionnaires. The retrieval of the answered questionnaire will be according to the schedule agreed upon. The researcher will personally retrieve the questionnaires. Tallying of the research data will follow. Aside from answering the questionnaires, you may be asked to provide demographic profile as deemed necessary for the study. The personal information which includes name, age, civil status, (etc.) will be utilized in the discussion of the findings of the study. The information and data provided by you as a respondent will be utilized for this study alone and will be treated with utmost confidentiality. (Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)
Duration (Gidugayon)	The gathering of data through the interview will last for <u>45 minutes to 1 hour</u> . (Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 45 minutos hangtod isa ka oras)
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.



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	(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)
Benefits (Kaayohan)	This study will enable you to shed light on, or provide deeper understanding of, the factors that influence time management among criminology interns. Your responses are highly valued, as they play an important role in enriching knowledge and practice within the field of criminology. (Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa nagkalahi lahi nga mga factors nga makaimpluwensya sa pagpatotoy sa mama ngadto sa iyang anak. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa nursing.)
Reimbursements (Hulip bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. (Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)
Confidentiality of Data (Pag-amping Datos)	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. (Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)
Sharing Findings (Pagpaambit Nakaplagan)	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. (Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)



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Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. (Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: (Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:) Name of the Researcher (Ngalan sa Nagtuon): HANNAH LIBUID, PRINCESS SHEENA MAÑEUD, HELVIC PINO, CHALCE DONY PAPAT Cellphone Number/s: 0950626022 e-mail ad: manegosheena@gmail.com STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. (Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.) I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. (Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.) A copy of this Informed Consent Form will be provided to the participant. (Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.) Print Name of Researcher (Ngalan sa Nagtuon): HANNAH ZEN LIBUID, PRINCESS SHEENA MAÑEUD, HELVIC JAN PINO, CHALCE DONY PAPAT



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PART II. CERTIFICATE OF CONSENT

This research entitled "WIDUWED WOMEN'S EXPECTATION OF THEIR QUALITY OF LIFE" by HELEN L. LACUNA, SHERRA MARIE HAWC PIN, CHALCERON DAPAT with the aim of gathering information and data pertaining to WIDUWED WOMEN'S EXPECTATION, has been presented and explained to me clearly. Since the study involves QUALITATIVE RESEARCH, I am chosen as one of the participants.

(Kini nga pagtuon gitulohan, "WIDUWED WOMEN'S EXPECTATION OF THEIR QUALITY OF LIFE" ng HELEN L. LACUNA, SHERRA MARIE HAWC PIN, CHALCERON DAPAT, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa WIDUWED WOMEN'S EXPECTATION, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa QUALITATIVE RESEARCH, ako napilian isip usa sa mga partisipante.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): HELEN L. LACUNA

Signature of Participant (Pirma sa Partisipante): [Signature]

Date: [MM/DD/YYYY] 9/20/25

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].



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_____ Name and Signature of the Witness (Ngalan ug Pirma sa Testigo)	Thumb mark

APPENDIX F

	MISAMIS UNIVERSITY Ozamiz City Department of Student Affairs & Services
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MU-DSAS-006/02June2023

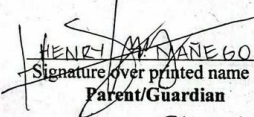
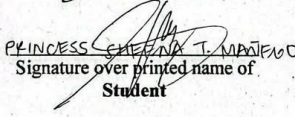
PARENT'S CONSENT

Sponsoring Group/Organization

I am allowing my son/daughter/ward, PRINCESS SHEENA T. MANEBO, to join the RESEARCH DATA LITERACY (activity) to be held on _____ at MISAMIS UNIVERSITY under the supervision of MARK DY ORDINO (Adviser/Faculty).

I understand that Misamis University exercises the necessary safety precautions in this activity.

In consideration of the benefits to be derived from the above activity, I expressly waive any and all claims against the administration or any member of the faculty and staff of the Misamis University on account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with the aforementioned activity.

 Signature over printed name of Parent/Guardian	<u>JANUARY 28, 2026</u> Date
 Signature over printed name of Student	<u>JANUARY 28, 2026</u> Date

Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.

.....

SUBSCRIBED AND SWORN to before me, this JAN 28 2026 day of _____ at OZAMIZ CITY, Philippines, that the herein affiant personally came and appeared with his/her _____, as evidence of his/her personal identity.

ATTY. REY B. BILAG, RMT Notarial Commission No. 2025-18 Notary Public for Ozamiz City and Clarin City Hall Drive, Bernal Subdivision, Aguada, Ozamiz City PTR No. 6007751; 01/05/2026; Ozamiz City IBP O.R. No. 576165; 12/29/2025; Pasig City Attorney's Roll No. 70648 MCLC Compliance No. VIII-0014127; Valid until 04/14/2028	Notary Public Until _____ PTR No. _____ IBP No. _____ TIN No. _____ Roll No. _____
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.....

(For DSAS Personnel only)

Attested by:

RODEL L. BALDADO, MHist, MAEd
OIC, Department of Student Affairs & Services

Date: _____



APPENDIX G

Misamis University – Mini Pergola area, conducted an interview with a criminology intern for our thesis.



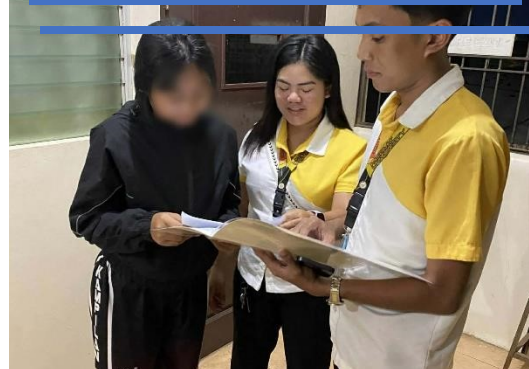
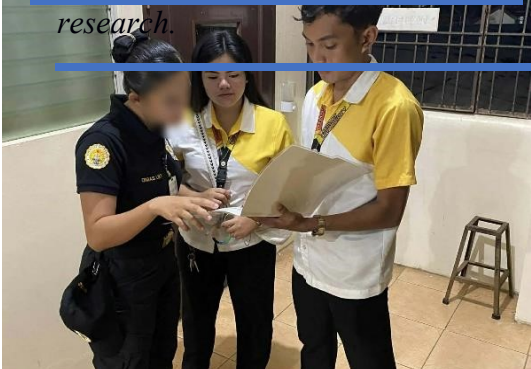
Thesis interview with a criminology intern conducted at the Mini Pergola, Misamis University.



Data gathering interview with a criminology intern held outside the HTF Room, Misamis University, we conducted an interview with a criminology intern for our research.



Thesis data collection with a criminology intern conducted at Misamis University, outside HTF Room.



APPENDIX H



Certificate of Publication

This is to certify that

Chalce Dony E. Dapat

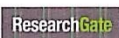
Has published an article entitled

**Juggling Demands: Exploration of Time Management Among
Criminology Interns**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



CS Scanned with CamScanner

Certificate of Publication

This is to certify that

Helvic Jan C. Pino

Has published an article entitled

**Juggling Demands: Exploration of Time Management Among
Criminology Interns**

In

Volume 9, Issue 4, October-December 2025

Mediterranean Journal of Basic and Applied Sciences



CS Scanned with CamScanner

APPENDIX I

Page 2 of 82 - Integrity Overview

Submission IDtrn:oid::28447:135524274

12% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography

Match Groups

-  **58 Not Cited or Quoted 7%**
Matches with neither in-text citation nor quotation marks
-  **64 Missing Quotations 4%**
Matches that are still very similar to source material
-  **4 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

-  **8% Internet sources**
-  **4% Publications**
-  **9% Submitted works (Student Papers)**

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.



Curriculum Vitae

PERSONAL BACKGROUND

Name: Princess Sheena T. Mañego
Date of Birth: August 29, 2004
Parents: Henry T. Mañego
Religion: United Church of Christ in the Philippines
Residence: Mañego's Compound Diguan, Ozamis City
Contact Number: 09506626622
Email: manegosheena@gmail.com



EDUCATIONAL BACKGROUND

Elementary: Gregorio A. Saquin Elementary School
Diguan, Ozamiz City
2014-2015
Secondary: Misamis University
H. T. Feliciano St., Ozamis City
2019-2020

TRAINING/SEMINAR ATTENDED

- Mental Health and Awareness Seminar
- Seminar-Workshop in Dactyloscopy

PERSONAL BACKGROUND

Name: Hannah Zen Galleros Liguid

Date of Birth: December 16, 2003

Parents: Hazel Liguid & Nazer Anthony Liguid

Religion: Iglesia Filipina Independiente

Residence: Purok 3 Upper Centro, Tudela

Contact Number: 09127471649

Email: zenliguid1603@gmail.com



EDUCATIONAL BACKGROUND

Elementary: Tudela Central School
Centro Napu, Tudela
2014-2015

Secondary: San Isidro Academy of Tudela Inc.
Upper Centro, Tudela
2019-2020

TRAINING/SEMINAR ATTENDED

- Mental Health and Awareness Seminar
- Seminar-Workshop in Dactyloscopy

PERSONAL BACKGROUND

Name: Chalce Dony Egos Dapat

Date of Birth: June 16, 2002

Parents: Trinidad Egos Dapat & Iranio Dapat

Religion: Born Again Christian

Residence: Purok Malipayon Maningcol, Ozamis City

Contact Number: 09816099769

Email: chalcedony79@gmail.com



EDUCATIONAL BACKGROUND

Elementary: Rosario Central Elementary School
Rosario, Agusan Del Sur
2014-2015

Secondary: Lala Proper Integrated School
Lala, Lanao Del Norte
2019-2020

TRAINING/SEMINAR ATTENDED

- Mental Health and Awareness Seminar
- Seminar-Workshop in Dactyloscopy

PERSONAL BACKGROUND

Name: Helvic Jan Cenas Pino

Date of Birth: January 30, 2003

Parents: Helen Cenas Pino & Victor Salaca Pino

Religion: Bible Baptist

Residence: Baybay Santa Cruz, Jimenez

Contact Number: 09063190702

Email: helvicjanp@gmail.com



EDUCATIONAL BACKGROUND

Elementary: Butuay Elementary School
Jimenez
2014-2015

Secondary: Aloran Trade Highschool
Aloran
2019-2020

TRAINING/SEMINAR ATTENDED

- Mental Health and Awareness Seminar
- Seminar-Workshop in Dactyloscopy

