

The Philippine Coast Guards' Training Program: The Prospect for an Institutionalized Human Resource Development Agenda

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Date received: January 3, 2025

Date revised: February 5, 2025

Date accepted: February 21, 2025

Originality: 99%

Grammarly Score: 99%

Similarity: 1%

Recommended citation:

Tomi, A. (2025). The Philippine coast guards' training program: The prospect for an institutionalized human resource development agenda. *Journal of Interdisciplinary Perspectives*, 3(3), 294–305.

<https://doi.org/10.69569/jip.2025.004>

Abstract. This study evaluates the Philippine Coast Guard's (PCG) training program in 2024: Strengthening Institutional Human Resource Development (HRD) Agenda. Guided by the New Public Management (NPM) theory, the study assesses the effectiveness of training initiatives in enhancing the PCG's capacity for maritime safety and security. Using a mixed-method approach, the research aimed to assess the Training Program of the Philippine Coast Guard in the prospect of an institutionalized human resource development agenda in terms of Communication Skills, Emergency Response Protocol, Maritime Law Enforcement Awareness, Crisis Management Adaptability, and Marine Environmental Protection Awareness. It sought to identify the Philippine Coast Guard's performance regarding Training Facilities, Training Course Expertise, Training Funds/Budget allocation, Training Period, and Training Policies. To meet the research's goals, three hundred one (301) out of one thousand two hundred twenty-three (1,223) members of the Coast Guard Non-officers who had recently completed training or schooling were selected as respondents for an evaluation of the Philippine Coast Guard training program that was in place and applicable to the program. The findings reveal significant challenges, such as limited funding, inadequate facilities, and insufficient training duration, hindering the program's effectiveness. The study highlights the critical role of experiential learning and tailored training programs to address operational needs and adapt to evolving maritime security threats. Recommendations emphasize enhancing training facilities, increasing budget allocation, and implementing standardized policies to institutionalize HRD effectively. These efforts strengthen PCG personnel's competencies, ensuring their readiness to address maritime safety, law enforcement, and environmental protection. This research contributes to public administration and maritime security discourse, offering valuable insights for policymakers and stakeholders committed to advancing human resource development in the Philippine Coast Guard.

Keywords: Coast Guard training; Human resource development; Institutional frameworks; New public management; Training program.

1.0 Introduction

The growing global maritime challenges have led to increased cooperation among coast guard agencies, with Japan's Coast Guard proposing "Interregional Cooperation" to enhance synergy worldwide (Coast Guard Global Summit, 2017). Coast guards are crucial in maritime security, border control, law enforcement, search and rescue, and environmental protection. Their structures and operations vary based on national geographic, political, and economic factors, ranging from technologically advanced maritime powers to developing coastal states improving

their capabilities. The Philippine Coast Guard (PCG), the country's oldest humanitarian military service, has modernized significantly in response to global maritime security issues, particularly in the South China Sea. It prioritizes training and human resource development through programs like the Coast Guard Officer's and Non-Officer's Courses. Training includes military drills, basic soldiery, customs, and traditions, as well as specialized functional training in maritime security, law enforcement, safety, search and rescue, and environmental protection. The goal is to develop personnel with patriotism, compassion, and discipline.

However, the PCG faces recurring challenges in its training programs, including insufficient funds, inadequate training periods, a lack of instructors, limited facilities, shortages of supplies, and weak policy implementation. Legally, the PCG operates under RA 9993, establishing it as an armed and uniformed service under the Department of Transportation and Communications (DOTC), with the possibility of attachment to the Department of National Defense (DND) during wartime. The law mandates PCG interoperability with other armed services, integration of defense doctrines in training, and active participation in joint exercises. Additionally, the PCG is responsible for marine pollution monitoring and response with specialized Marine Pollution Response Centers. The Coast Guard Education and Training Command ensures the development of skilled and competent personnel to fulfill these responsibilities effectively.

2.0 Methodology

2.1 Research Design

This study was a mixed methods research using quantitative and qualitative approaches. George (2021) states that mixed methods research aims to answer research questions with heightened knowledge and validity by integrating the strengths of qualitative and quantitative methods. Mixed methods research combined elements of quantitative research and qualitative research in order to answer the research question. Mixed methods helped gain a more complete picture than a standalone quantitative or qualitative study, as it integrated the benefits of both methods (T. George, 2021). Mixed methods research was often used in the behavioral, health, and social sciences, especially in multidisciplinary settings and complex situational or societal research (T. George, 2021). The research utilized tools for the quantitative approach, including Percentage and Frequency (PF), Analysis of Variance (ANOVA), and the T-test.

2.2 Research Locale

The study was carried out in the different Training Institutions of the Philippine Coast Guard, namely Coast Guard Education, Training, and Doctrine Command (CGETDC), Maritime Security and Law Enforcement School (MSLES), Coast Guard Inspector General and Internal Affairs - Satellite Training Institute (CGIG-IAS STI), Coast Guard Fleet Education, Training and Doctrine Development Institution (CGFETDDI), Marine Environmental Protection Training Institute (MEPTI), Maritime Safety Service Training Institute (MSSTI), Human Resource Management School (HRMS), Coast Guard Legal Institute for Legal Studies (CGLILS), Coast Guard Weapons, Communication, Electronics, and Information System Training Institute (CGWCEIS-TI), Coast Guard Special Operations School (CGSOS), and Coast Guard Aviation School (CGAS).

2.3 Research Participants

The researcher used purposive sampling to gather three hundred one (301) respondents from different Coast Guard Training Institutions. They were members of the PCG Non-Officers and those who had just completed their schooling or training.

2.4 Research Instrument

This study used a survey questionnaire that was prepared and composed of four (4) parts. The first part focused on the profile of the respondents. The second part focused on how the respondents assessed the Performance of Human Resource Development of the Philippine Coast Guard in terms of Communication Skills, Emergency Response Protocol, Maritime Law Enforcement, Crisis Management Adaptability, and Marine Environmental Protection Awareness. The third part focused on How the respondents assessed the Training Program of the Philippine Coast Guard in the delivery of training services in terms of Training Facilities, Training Course Expertise, Training Funds / Budget allocation, Training Period, and Training Policies. The fourth part focused on the issues and challenges encountered in implementing the Philippine Coast Guard Training Program. The fifth part focused on the possible recommendations that may be made out of the study (to be filled out by the Coast

Guard personnel – non-officers) based on their experiences and problems encountered in training and schooling. It also included recommendations for enhancing the Philippine Coast Guard’s training practices about the prospect of enhancing the Human Resource Development Agenda and, finally, provided solutions or recommendations to the problems evaluated by the researcher.

2.5 Data Gathering Procedure

This study used specific steps to gather the data. After the adviser and all panelists' validation and approval of the questionnaire, the researcher conducted a pilot and validity test of the questionnaires with forty (40) respondents. Upon completing and receiving the certificate of validity test from the statistician, the researcher will request ethical clearance from the University Research Ethics Center (UREC). Once the ethical clearance is available, the researcher will seek out appropriate communication with the concerned units/institutions with the approval of unit commanders for the administration of the questionnaire. Upon approval, the researcher personally administered the questionnaire distribution through the use of Google Forms to the respondents for the quantitative approach and video conference for the qualitative approach. Upon retrieval of the answers, the data were analyzed and interpreted using the appropriate statistical tools.

2.6 Ethical Considerations

This study was planned, designed, and assessed by ethical guidelines and considerations for research, as well as to ensure adherence to the 2012 Data Privacy Act and other pertinent legislation that safeguards the privacy rights of persons. Before engaging the participants in research activities, such as answering the study survey and interview questions, their consent was sought, and their identities were kept private. Their names, residences, and other contact information were not included in any research instrument, which is significant. The researchers obtained permission from the commanders of the institutions involved in this study and maintained appropriate coordination, among other stringent adherence to research regulations. Additionally, there was enough time for the beneficiaries and implementers to finish the questionnaires and answer the interview questions. In discussing and evaluating the findings, this study guaranteed high objectivity, integrity, and transparency in all research techniques. In order to ensure that the study was free of plagiarism, it was conducted with consideration for research ethics.

3.0 Results and Discussion

3.1 Demographic Profile of Respondents

Table 1 shows that the respondents are 274 males, or 91%, and 27 females, or 9%. This highlights that the majority of the respondents are male. This is similar to other findings since the profession is a male-dominated industry.

Table 1. *Frequency distribution of the respondents in terms of gender*

Sex	Frequency	Percentage
Male	274	91%
Female	27	9%

Table 2 shows that the respondents are composed of 169 or 56.1% of Petty Officer Third Class (NO-4), 48 or 15.9% of Petty Officer Second Class (NO-5), 27 or 9% of Seaman/Seawoman Second Class (NO-2), and Seaman/Seawoman First Class (NO-3), 25 or 8.3% of Chief Petty Officer (NO-7), 1 or 0.03% of Senior Chief Petty Officer (NO-8), and none of Apprentice Seaman (NO-1), and Master Chief Petty Officer (NO-9) respondents. This highlights that the respondents were primarily composed of Petty Officer Third Class (NO-4), which covers over half of the respondents. It is followed by Petty Officer Second Class (NO-5).

Table 2. *Frequency distribution of the respondents in terms of rank*

Rank	Frequency	Percentage
Apprentice Seaman (NO-1)	0	0.00%
Seaman/Seawoman Second Class (NO-2)	27	9.00%
Seaman/Seawoman First Class (NO-3)	27	9.00%
Petty Officer Third Class (NO-4)	169	56.1%
Petty Officer Second Class (NO-5)	48	15.9%
Petty Officer First Class (NO-6)	4	1.30%
Chief Petty Officer (NO-7)	25	8.30%
Senior Chief Petty Officer (NO-8)	1	0.30%
Master Chief Petty Officer (NO-9)	0	0%

Table 3 shows that the respondents were composed of 93 or 30.9% CGFETTDI, 79 or 26.2% MSLES, 28 or 9.3% CGTEDC, 22 or 7.3% MSSTI, 20 or 6.6% CGSOS, 12 or 4% CGWCEISTI, 11 or 3.7% HRMS, 10 or 3.3% MEPTI and CGAS, and 8 or 2.7% CGIG-IAS-STI and CGLILS. This highlights that the respondents were mostly CGFETTDI and MSLES, comprising over half of the respondents.

Table 3. *Frequency distribution of the respondents in terms of institution*

Institution	Frequency	Percentage
CGTEDC	28	9.30%
MSLES	79	26.2%
CGIG-IAS-STI	8	2.70%
CGFETDDI	93	30.9%
MEPTI	10	3.30%
MSSTI	22	7.30%
HRMS	11	3.70%
CGLILS	8	2.70%
CGWCEISTI	12	4.00%
CGSOS	20	6.60%
CGAS	10	3.30%

Table 4 shows that the respondents were composed of 185 or 61.5% of those with 6 to 10 years of service, 54 or 17.9% of 11 to 15 years, 31 or 10.3% of 1 to 5 years, 28 or 9.3% of 21 to 25 years, 3 or 1% of 16 to 20 years, and none of 1 year below. This highlights that the respondents were mostly composed of those with 6 to 10 years of service.

Table 4. *Frequency distribution of the respondents in terms of years of service*

Years of Service	Frequency	Percentage
21 to 25 years	28	9.30%
16 to 20 years	3	1.00%
11 to 15 years	54	17.9%
6 to 10 years	185	61.5%
1 to 5 years	31	10.3%
1 year below	0	0.00%

Table 5 shows that the respondents are composed of 220 or 73.1% under Specialization Course (SC), 54 or 17.9% under Functional Course (FC), 25 or 8.3% under CGNOSEC, 2 or 0.7% CGNOAC, and none of those who belong from CGNOC. This highlights that the respondents were mostly those who belong to the Specialization Course (SC).

Table 5. *Frequency distribution of the respondents in terms of career taken*

Career taken	Frequency	Percentage
CGNOSEC	25	8.30%
CGNOAC	2	0.70%
Functional Course (FC)	54	17.9%
Specialization Course (SC)	220	73.1%
CGNOC	0	0.00%

Table 6 shows that the respondents were 50, or 92.59%, from MARSLEC and 4, or 7.41%, from MARSAD. This highlights that the respondents were mostly MARSLEC members, among those who belong to a functional course.

Table 6. *Frequency distribution of the respondents in terms of functional course*

Functional Course	Frequency	Percentage
MARSLEC	50	92.6%
MARSAD	4	7.41%

Table 7 shows that the respondents are composed of 36 or 16.36% from OSRATC, 33 or 15% from EMRATC, 24 or 10.91% from Coast Guard Security and Border Protection Service, 20 or 9.09% from Basic Underwater Special Operations Course, 18 or 8.18% from Aids to Navigation Specialization Course, 13 or 5.91% from EMTRC, MTRC, and Security Border Protection Specialization Course, 12 or 5.45% from Radio Operations and Maintenance Specialization Course, 10 or 4.55% from MEP Specialization Course, Yeoman Specialization Course, and Aviation Machinist Specialization Course, and 8 or 3.63% from Paralegal Specialization Course. This highlights that the

respondents were mostly those who belong to OSRATC, EMRATC, and Coast Guard Security and Border Protection Service, among those who belong to specialization courses.

Table 7. *Frequency distribution of the respondents in terms of specialization course*

Specialization Course (SC)	Frequency	Percent
EMRATC	33	15.0%
OSRATC	36	16.3%
EMTRC	13	5.91%
MTRC	13	5.91%
MEP Specialization Course	10	4.55%
Basic Underwater Special Operations Course	20	9.09%
Yeoman Specialization Course	10	4.55%
Aviation Machine-made Specialization Course	10	4.55%
Coast Guard Investigation Specialization Course	13	5.91%
Coast Guard Security and Border Protection Service	24	10.9%
Aids to Navigation Specialization Course	18	8.18%
Paralegal Specialization Course	8	3.63%
Radio Operations and Maintenance Specialization Course	12	5.45%

3.2 Performance of the Human Resource Development of the Philippine Coast Guards

The grand mean of 3.39 is interpreted as strongly agree (see Table 8). The results also show that “Emergency Response Protocol” got a weighted mean of 3.42, interpreted as strongly agree; “Maritime Law Enforcement Awareness” and “Marine Environmental Protection Awareness” with a weighted mean of 3.41, interpreted as strongly agree; “Communication Skills” with 3.36, interpreted as strongly agree; and “Crisis Management Adaptability” with 3.35, interpreted as strongly agree. This highlights that the Performance of the Human Resource Development of the Philippine Coast Guards gained strongly agree remarks with all variables, with emergency response protocol as the highest, followed by maritime law enforcement awareness, marine environmental protection awareness, communication skills, and crisis management adaptability.

Table 8. *Performance of the human resource development of the Philippine Coast Guards*

Performance of the PCG	Mean	Qualitative Index
Communication Skills	3.36	SA
Emergency Response Protocol	3.42	SA
Maritime Law Enforcement Awareness	3.41	SA
Crisis Management Adaptability	3.35	SA
Marine Environmental Protection Awareness	3.41	SA
Grand Mean	3.39	SA

Note: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The findings support the performance of the Philippine Coast Guard (PCG) 's Human Resource Development Agenda (has been highlighted in the research up to this point: Integrated Emergency Response: Bueger et al. (2019) assert that effective maritime operations necessitate integrated emergency response procedures. The PCG aligns with international best practices, as seen by its excellent ranking in this category. Marine Law Enforcement: Tarriela (2023) highlights how crucial law enforcement is to preserving marine safety. The PCG's dedication to protecting marine areas and upholding environmental regulations is demonstrated by its excellent performance. Environmental Awareness: According to Ismail et al. (2021), training programs should incorporate maritime environmental conservation. The PCG's emphasis in this field aligns with international initiatives to lessen the effects of human activity on marine environments. Crisis Management and Communication: Shaw (2018) emphasizes the importance of crisis adaptation and communication abilities in guaranteeing successful operations. The PCG's training in these areas prepares Staff members to handle crises and promote resilience.

The performance of the Human Resource Development Agenda of the Philippine Coast Guard (PCG) had a grand mean of 3.39 (Strongly Agree), indicating strong effectiveness across all assessed abilities. The PCG's proficiency in environmental protection, maritime law enforcement, and emergency response demonstrates its adherence to operational excellence and conformity to international standards. To guarantee ongoing development and alignment with new issues and worldwide trends, sustaining and improving these competencies should be the goal of future initiatives.

3.3 Performance of the Training Program of the Philippine Coast Guards

Table 9 presents the overall summary of the frequency distribution, weighted mean, and qualitative index for the Philippine Coast Guard training program with a grand mean of 3.24, which is interpreted as agree. The results also show that “Training Course Expertise” got a weighted mean of 3.36, interpreted as strongly agree; “Training Period” and “Training Policies” with a weighted mean of 3.34, interpreted as strongly agree; “Training Facilities” with 3.21, interpreted as agree; and “Training Funds/Budget allocation” with 2.96, interpreted as agree. This highlights that the Philippine Coast Guard training program gained strongly agree remarks with all variables, with Training Course Expertise as the highest, followed by Training Period, Training Policies, Training Facilities, and Training Funds/Budget allocation.

Table 9. *Performance of the training program of the Philippine Coast Guard*

Training Program	Mean	Qualitative Index
Training Facilities	3.21	A
Training Course Expertise	3.36	SA
Training Fund/Budget allocation	2.96	A
Training Period	3.34	SA
Training Policies	3.34	SA

Note: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The findings align with the Philippine Coast Guard's (PCG) Training Program, which has been highlighted in the literature thus far: Trainer Expertise and Quality: Pandian and Kannadas (2020) assert that the proficiency and flexibility of trainers are essential to providing high-quality training programs. The PCG's emphasis on preserving trainer relevance and competency is demonstrated by its high score in this category. Structured Training Periods: To optimize learning outcomes and professional development, Tolsgaard et al. (2015) stress the significance of clearly defined training durations. The PCG's compliance with this best practice is demonstrated by its high score. Policy Alignment: According to Shah (2007), one of the PCG program's strengths is that training policies should align with organizational objectives to guarantee coherence and efficacy. Facilities and Technology: To improve learning experiences, Ismail et al. (2021) emphasize the significance of incorporating cutting-edge technology into training facilities. PCG's facilities received a mediocre rating, indicating room for improvement. Budget Allocation: Julnes (2017) emphasizes that adequate and fair funding is essential to training programs' long-term viability. The training funds' comparatively low score indicates that better financial planning and resource optimization are required.

The grand mean of 3.24 (Agree) indicates that the Philippine Coast Guard's training program is generally effective, with extreme points in trainer expertise, well-aligned policies, and scheduled training periods. However, topics like training facilities and budget allocation need to be given careful consideration to guarantee that every element of the program satisfies the highest requirements. Bridging these gaps will improve the training program's overall quality and effectiveness.

3.4 Differences of Performance When Grouped According to the Demographic Profile

The Human Resource Development (HRD) agenda of the Philippine Coast Guard is evaluated based on various demographic variables, including years of service, gender, rank, institution, and career path (see Table 10). The findings indicate that gender plays a significant role in environmental awareness, crisis management, and communication abilities, aligning with previous research by Ardahan and Tuncer (2020) and Fisher et al. (2019). These studies suggest that biases in professional training, gendered roles, and unequal opportunities contribute to performance discrepancies. The results reinforce the need for targeted initiatives to close the gender gap in training and skill development.

On the other hand, the non-significant effects of career path, years of service, rank, and institution suggest that standardized training programs may effectively minimize performance disparities across these variables. This finding supports Walker et al. (2021), who emphasize that well-structured training programs can ensure consistent outcomes regardless of position or tenure. Additionally, research by Wright and Delaney (2020) indicates that gender disparities in environmental consciousness may stem from varying levels of participation in operational or advocacy activities, which are often shaped by institutional culture. These insights further substantiate the need for gender-sensitive training and professional development approaches.

Moreover, Harris et al. (2018) found that technical knowledge areas show reduced variability due to standardized curricula, consistent with this study's observation that there are no significant differences in maritime law enforcement awareness. Given the substantial influence of gender on performance in specific areas, a review of current training programs is necessary. Gender-sensitive strategies, such as confidence-building activities, simulation-based learning, and mentorship programs, could help bridge these gaps.

Table 10. ANOVA F- and T-Test results for the differences in performance when grouped according to the demographic profile

Performance	Profile	ANOVA/ T-test	P-value	Decision	Conclusion
Communication Skills	Gender	2.72	.007	Reject H ₀	Significant
	Rank	1.60	.145	Failed to Reject H ₀	Not Significant
	Institution	3.82	.140	Failed to Reject H ₀	Not Significant
	Years of Service	1.05	.377	Failed to Reject H ₀	Not Significant
	Career taken	2.50	.059	Failed to Reject H ₀	Not Significant
Emergency Response Protocol	Gender	2.65	.008	Reject H ₀	Significant
	Rank	0.70	.643	Failed to Reject H ₀	Not Significant
	Institution	3.37	.358	Failed to Reject H ₀	Not Significant
	Years of Service	0.62	.647	Failed to Reject H ₀	Not Significant
	Career taken	1.72	.161	Failed to Reject H ₀	Not Significant
Maritime Law Enforcement Awareness	Gender	1.89	.060	Failed to Reject H ₀	Not Significant
	Rank	0.77	.590	Failed to Reject H ₀	Not Significant
	Institution	2.81	.479	Failed to Reject H ₀	Not Significant
	Years of Service	0.56	.685	Failed to Reject H ₀	Not Significant
	Career taken	1.53	.206	Failed to Reject H ₀	Not Significant
Crisis Management Adaptability	Gender	2.48	.014	Reject H ₀	Significant
	Rank	0.55	.767	Failed to Reject H ₀	Not Significant
	Institution	4.22	.086	Failed to Reject H ₀	Not Significant
	Years of Service	0.65	.627	Failed to Reject H ₀	Not Significant
	Career taken	1.51	.210	Failed to Reject H ₀	Not Significant
Marine Environmental Protection Awareness	Gender	2.77	.006	Reject H ₀	Significant
	Rank	0.55	.769	Failed to Reject H ₀	Not Significant
	Institution	4.24	.061	Failed to Reject H ₀	Not Significant
	Years of Service	0.89	.467	Failed to Reject H ₀	Not Significant
	Career taken	1.34	.260	Failed to Reject H ₀	Not Significant

The non-significant impact of career paths and institutions further suggests that standardized training frameworks can establish uniform knowledge bases. This underscores the importance of maintaining and strengthening consistency across training institutions. To ensure equal preparedness among all personnel, efforts should focus on areas where performance gaps persist, particularly crisis management and environmental protection knowledge.

From a policy perspective, inclusivity should be a priority in human resource development. This entails providing equal opportunities for professional growth and implementing gender-responsive training programs. Gender disparities in specific performance areas highlight the need for initiatives that promote equity in training, evaluation, and position assignments within public administration organizations. Additionally, addressing gender-related challenges in the maritime industry can offer valuable insights for other sectors, such as environmental management and disaster response.

This study contributes new perspectives on the demographic factors influencing the performance of Philippine Coast Guard personnel, emphasizing the role of gender in key performance indicators. It also highlights the effectiveness of standardized training in mitigating disparities related to tenure, rank, and career pathways. However, the study does not explore the underlying causes of gender differences, such as institutional, psychological, or cultural factors. Further research is needed to assess the impact of institutional policies and training practices on these disparities and examine the long-term effects of demographic characteristics on leadership opportunities and career advancement.

3.5 Differences in Performance of Training Program When Grouped According to the Demographic Profile

Table 11 examines notable variations in the Philippine Coast Guard Training Program based on demographic variables, including gender, position, institution, years of service, and career path. The findings highlight key aspects of the training program and their implications.

Table 11. ANOVA F- and T-Test results for the differences of performance of training program when grouped according to the demographic profile

Training Program	Profile	ANOVA/ T-test	P-value	Decision	Conclusion
Training Facilities	Gender	5.89	.016	Reject H ₀	Significant
	Rank	2.22	.052	Failed to Reject H ₀	Not Significant
	Institution	6.43	<.001	Reject H ₀	Significant
	Years of Service	2.38	.052	Failed to Reject H ₀	Not Significant
	Career taken	4.82	.003	Reject H ₀	Significant
Training Course Expertise	Gender	6.86	.009	Reject H ₀	Significant
	Rank	1.20	.304	Failed to Reject H ₀	Not Significant
	Institution	3.14	.153	Failed to Reject H ₀	Not Significant
	Years of Service	1.50	.201	Failed to Reject H ₀	Not Significant
	Career taken	3.37	.019	Reject H ₀	Significant
Training Funds/ Budget Allocation	Gender	0.11	.732	Failed to Reject H ₀	Not Significant
	Rank	1.52	.170	Failed to Reject H ₀	Not Significant
	Institution	3.87	.264	Failed to Reject H ₀	Not Significant
	Years of Service	1.51	.199	Failed to Reject H ₀	Not Significant
	Career taken	2.90	.055	Failed to Reject H ₀	Not Significant
Training Period	Gender	11.5	<.001	Reject H ₀	Significant
	Rank	1.57	.153	Failed to Reject H ₀	Not Significant
	Institution	4.57	.070	Failed to Reject H ₀	Not Significant
	Years of Service	2.01	.093	Failed to Reject H ₀	Not Significant
	Career taken	3.87	.010	Reject H ₀	Significant
Training Policies	Gender	13.3	<.001	Reject H ₀	Significant
	Rank	0.96	.451	Failed to Reject H ₀	Not Significant
	Institution	4.77	.151	Failed to Reject H ₀	Not Significant
	Years of Service	1.19	.315	Failed to Reject H ₀	Not Significant
	Career taken	2.24	.083	Failed to Reject H ₀	Not Significant

Gender differences play a significant role, aligning with Kochan et al. (2020), who found that male and female personnel perceive institutional resources differently due to their varied roles and operational experiences. Institutional disparities in training facilities are consistent with Smith & Brown (2019), who suggest that resource allocation and infrastructure vary significantly across organizations. Additionally, gender disparities in training expertise reflect the findings of Merrill et al. (2018), emphasizing the unequal access to specialized training options. The influence of career paths on training experiences is further supported by Taylor (2021), who highlights the necessity of customized training to meet role-specific demands.

Funding consistency across demographic profiles supports the findings of Walker et al. (2020), who stressed the stability of budget allocations in public-sector training programs. While this suggests fairness in budget planning, it may also obscure inefficiencies or unmet training needs. Gender disparities in training period perceptions align with Hartman & Williams (2019), who indicate that male and female personnel often prefer training duration and intensity due to learning demands or personal obligations. Furthermore, gender-based differences in perceptions of training policies support Liu et al. (2020), who argue that institutional rules may unintentionally favor one gender due to historical biases or cultural norms.

To address these disparities, institutions should evaluate and improve training facilities and course offerings, particularly concerning gender and career paths. Upgrading resources and ensuring equitable distribution can enhance training outcomes. Training curricula should also consider gender-based differences in demands and expertise, such as offering flexible training schedules or addressing hidden biases in course materials to improve engagement and performance. Additionally, career-focused training programs can ensure that personnel in specialized positions acquire the necessary knowledge and skills. Conducting gender audits of training policies may help identify and mitigate hidden biases, ensuring that training policies are inclusive and meet the needs of diverse demographics.

The consistency in perceptions of budget allocation underscores the importance of equitable resource distribution. However, it is equally critical to ensure that available resources are sufficient to meet both institutional and gender-specific demands. The Philippine Coast Guard's training programs could serve as a model for other public organizations. Addressing inequalities in training policies and infrastructure could be extended to broader public administration contexts.

This study provides empirical evidence of how demographic characteristics, particularly gender and career path, influence perceptions of training programs in a maritime setting. It highlights the need to address inequalities in training periods, policies, course expertise, and facilities. However, the study does not examine institutional or cultural biases, significantly contributing to gender-based disparities. Additionally, it gives limited attention to the relationship between demographic characteristics and other factors, such as geographic location and socioeconomic background. The long-term impact of perceived training differences on personnel performance and retention remains unexplored.

3.6 Issues and Challenges Encountered

From the careful and genuine analysis of the narratives, the resulting themes are reflected in the respondents' experiences with the issues and challenges encountered in the implementation of the Philippine Coast Guard Training Program. This shows two themes: (1) lack of funds and (2) educational resources and facilities.

Lack of Funds

"Lack of funds to initiate Training Programs"

"Lack of budget to perform and conduct the training programs"

"Securing significant resources and funding for infrastructure, equipment, and personnel..."

The capacity of educational institutions to provide high-quality instruction and help students acquire critical skills is severely hampered by a lack of financing for training programs. Lack of funding results in insufficient training opportunities, which can hurt learning outcomes and the general development of students. According to research from the Philippine Institute for Development Studies, poor learning results are directly correlated with low education financing. The study highlights the need for more funding to improve educational quality by showing that students in the Philippines are performing poorly in critical learning competencies due to the country's relatively low investment in education and training (Philippine Institute for Development Studies, 2023). The authors stress that merely expanding resources is insufficient; funds must also be managed and allocated effectively to maximize their impact on student learning. Budgetary limitations and insufficient funding frameworks hamper the creation of creative training programs and research projects, claims ResearchGate (2023). A major obstacle to attaining high-quality education and enhancing student outcomes is a lack of funds for training initiatives.

Lack of Educational Resources and Facilities

"Lack of advanced equipment and facilities"

"Budget for training is not on time, and training supplies are unavailable."

"Lack of facilities, barracks, area of schoolings, equipment, and materials"

"Lack of quality billeting and training facilities..."

"...inadequate equipment, limited training facilities, and the need to continuously update training materials to keep pace with evolving maritime threats and technologies. Additionally, ensuring the quality and standardization of training across different locations."

Similar themes referring to the lack of educational resources and facilities were also found in most of the qualitative data on the issues and challenges encountered in implementing the Philippine Coast Guard Training Program. The quality of education that pupils receive is severely compromised by a lack of facilities and educational resources, which hurts learning and development. Schools cannot provide the resources and settings required for efficient teaching and learning because of a lack of funds and poor infrastructure. Inadequate school facilities have been shown to restrict educational programs significantly and have a detrimental effect on student achievement. According to Research Publish (2020), students in under-resourced schools frequently perform below expectations on standardized tests because they have difficulty accessing necessary resources, including classrooms, libraries, and labs. In addition to impeding academic success, this lack of access lowers students' motivation and involvement in their education and classes. A major obstacle to receiving high-quality education is the absence of facilities and educational resources. To guarantee that every student has access to the resources

they require for practical learning experiences, these shortcomings must be addressed with more financing and infrastructure investment.

3.7 Recommendations

Afterward, the analysis of the possible recommendations from the study revealed that (1) increased budget allocation and (2) efficient resource management must be utilized. This illustrates that both actions would amplify the management and improvement of implementing the Philippine Coast Guard Training Program. This can be observed in the statements of the respondents highlighted below.

Increased Budget Allocation

"Allocate funds for the procurement of training equipment and materials."

"Budget allocation for the improvement of training facilities within the organization."

"...to have appropriate funding and well-established classroom or school facilities."

Efficient Resources Management

"There should be proper and timely budget allocation..."

"There should be complete training materials and educational resources."

"...to refine the training content to ensure its alignment to the needs of the organizational and program goals, and improve the accessibility and flexibility of delivery of the lessons..."

"..allotting funds for improving personnel training to meet the organizational goals and objectives better..."

Similar themes referring to increased budget allocation and efficient resource management were also found in most of the qualitative data on the possible recommendations that may be made in the implementation of the Philippine Coast Guard Training Program. Increased budget allocations and efficient resource management are critical for enhancing the quality of education and ensuring that educational institutions can meet their objectives effectively. Adequate funding enables schools to invest in necessary resources, while effective management ensures that these resources are utilized optimally to maximize educational outcomes. According to a study published in the Journal of Education Administration, effective resource management involves the careful distribution of financial resources but also requires ongoing monitoring and evaluation to ensure that resources contribute positively to educational goals (Muliati et al., 2022). This practice enhances operational efficiency and fosters an environment conducive to learning and innovation (Amber Student, 2023). By utilizing data, educational institutions can identify areas needing improvement and allocate resources accordingly, ensuring that budget increases translate into tangible student benefits. According to the Center for American Progress (2020), effective resource management promotes equity in education. The Center for American Progress highlights that proper distribution of resources helps bridge gaps between different socio-economic groups, ensuring that all students have access to quality education regardless of their background.

On the other hand, increasing budget allocations coupled with efficient resource management is essential for improving educational quality. By strategically planning and utilizing resources, educational institutions can enhance learning outcomes, promote equity, and foster an environment where students thrive. Addressing these aspects is crucial for developing a robust educational system capable of meeting the diverse needs of its student population.

4.0 Conclusion

According to the study, which looked at the Philippine Coast Guard's training programs and human resource development agenda, most respondents were men with six to ten years of service, mainly in the Petty Officer Third Class rank. They frequently took specialized courses like CGFETTDI, MSLES, OSRATC, and EMRATC. Emergency response procedure was rated as the most important component of the human resource development program, followed by maritime law enforcement knowledge, marine environmental protection, communication skills, and crisis management adaptability. Additionally, the training program received high marks for competence, training duration, policies, facilities, and budgetary allocation. While rank, institution, and years of service had no discernible effects on most factors, gender disparities were substantial in areas such as emergency

5.0 Contributions of Authors

6.0 Funding

7.0 Conflict of Interests

8.0 Acknowledgment

9.0 References

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