

Competencies and Job Performance of Public Safety Basic Recruit Course (PSBRC) Graduates: A Study in a Select Philippine Regional Training Center

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Dated received: May 10, 2025

Date revised: May 30, 2025

Date accepted: June 28, 2025

Originality: 98%

Grammarly Score: 99%

Similarity: 2%

Recommended citation:

Gustilo, S., & Tuble, R. (2025). Competencies and job performance of Public Safety Basic Recruit Course (PSBRC) graduates: A study in a select Philippine regional training center. *Journal of Interdisciplinary Perspectives*, 3(7), 751-765. <https://doi.org/10.69569/jip.2025.374>

Abstract. This study addresses the critical need to evaluate the effectiveness of foundational police training in preparing law enforcement personnel for the multifaceted demands of modern policing. Despite the structured delivery of the Public Safety Basic Recruit Course (PSBRC), limited empirical evidence exists on how well graduates apply their acquired competencies in real-world policing, highlighting a gap in the current literature. Specifically, this study examined the competencies and job performance of Philippine National Police (PNP) personnel who graduated from the PSBRC at the Police Regional Training Center in Calendar Years 2022–2023. Employing a descriptive-correlational research design, the study explored the relationship between the graduates' competencies and job performance and their profile variables, including age, sex, and baccalaureate degree. Data were gathered from 119 respondents using a researcher-made questionnaire and validated through secondary data. Descriptive and non-parametric statistical tools were utilized in the analysis. Findings revealed that PSBRC graduates demonstrated good competency across knowledge, skills, and attitude domains, reflecting their adequate preparation for police duties. The participants showed strong alignment with PNP core values and operational procedures. However, legal documentation, public speaking, and ethical responsiveness needed further development. Overall, graduates exhibited commendable job performance, indicating professional competence and integrity and suggesting that the training effectively addresses the operational demands of police work. Significant differences in competency levels were found based on age and sex, with younger male graduates exhibiting higher competency levels. Only age consistently predicted competency among the profile variables, while age, sex, and academic background showed no significant influence on job performance. The study concludes that while PSBRC training adequately equips graduates for field duties, continuous competency enhancement—particularly in communication and ethics—is necessary to sustain and improve job performance in an evolving policing environment.

Keywords: Competency; Job performance; Philippine National Police; Public Safety Basic Recruit Course; Police training.

1.0 Introduction

The changing socio-political, economic, and technological circumstances have significantly changed the demands on law enforcement organizations globally. Policing in the 21st Century is becoming more complicated, as officers must deal with new security threats, uphold the public, and adapt to new crime prevention techniques and

community engagement. Police organizations across the globe address contingencies such as recruitment and retention challenges in Ukraine, transitions toward community-focused policing in South Korea, and the dual impact of technology in law enforcement (Maskály et al., 2021).

In the Philippines, the Philippine National Police (PNP) grapples with issues in governance, corruption, and security, which makes a strong leadership foundation and continuous professional development a necessity to enhance the effectiveness of policing (Mendoza et al., 2020). Recognizing the important role of training in shaping the competence of police officers, the National Police Training Institute (NPTI) administers structured training programs across eighteen Police Regional Training Centers nationwide. One of its flagship programs, the Public Safety Basic Recruit Course (PSBRC), is a six-month intensive course designed to equip newly recruited personnel with the fundamental knowledge, skills, and attitudes to carry out their duties. The Police Regional Training Center (PRTC) 6, catering to Region VI-Western Visayas, is crucial in training police recruits. However, despite existing evaluations of training quality, operational competence, and the effectiveness of mandatory training programs (Ledesma, 2020; Laguyo & Caelian, 2020; Pastrana & Martir, 2024), there remains a gap in literature explicitly assessing the direct impact of PSBRC on police graduates' actual performance in the field.

Existing studies have focused primarily on training management, facilities, and institutional evaluations (Jarque & Villa-Buena, 2024) rather than a comprehensive analysis of how PSBRC graduates apply their acquired competencies in real-world policing. Given that factors such as personality traits, area of assignment, and education level influence police performance, it is critical to assess whether the training effectively prepares recruits for the realities of law enforcement. Understanding how well PNP graduates integrate knowledge, skills, and attitudes into their roles can provide valuable insights into necessary curriculum enhancements, recruitment policies, and continuous professional development strategies. This study aims to bridge this research gap by evaluating the competencies and job performance of PSBRC graduates from PRTC 6. By examining how training translates into job performance, the findings can serve as a basis for recommendations to strengthen police education and ensure that recruits are adequately prepared to uphold public safety, professionalism, and accountability in the evolving landscape of law enforcement.

2.0 Methodology

2.1 Research Design

This study used a quantitative survey method. The quantitative approach was appropriate for systematically capturing data on the competencies and job performance of police officers. Following this, a descriptive-correlational research design was adopted. Considering the direction of the study, a descriptive design is the most applicable, where data is collected to describe events that are subsequently organized and tabulated (Iranifard & Roudsari, 2022). Simultaneously, correlational research is used to verify the prevalence and relationships among variables (Rohwer, 2022). The research design is appropriate for this study as it systematically assesses PSBRC graduates' competence and job performance. The descriptive approach captures their status, while the correlational method examines relationships between demographic factors and job performance, providing a comprehensive understanding of the influencing factors.

2.2 Research Locale

The study was conducted at Police Regional Office 6 (PRO 6), where the graduates of the Public Safety Basic Recruit Course (PSBRC) are currently assigned.

2.3 Research Participants

This study's participants were police officers who graduated from the Public Safety Basic Recruit Course (PSBRC) Class 2022-01 at the Police Regional Training Center (PRTC) 6 during the 2022-2023 calendar year. These 200 graduates are currently assigned to Police Regional Office (PRO) 6, which is responsible for law enforcement, peacekeeping, and maintaining public order in Region VI—Western Visayas. Using Cochran's sample size calculator with a 95% confidence level and a 5% margin of error, the sample size was 132 participants. However, only 119, or 90.15% of the sample, had participated in the survey. Likewise, simple random sampling was employed to ensure a representative and unbiased sample, a method widely used in quantitative research involving survey instruments (Noor et al., 2022). The inclusion criteria for participants were PSBRC Class 2022-01 graduates from PRTC 6, currently assigned to PRO 6 with the rank of patrolman/patrolwoman at the time of data collection, and actively engaged in law enforcement duties.

2.4 Research Instrument

The study utilized both primary and secondary data sources. Primary data were collected through a researcher-made survey questionnaire, which was adapted from the Program of Instruction (POI) of the Public Safety Basic Recruit Course (PSBRC) to assess the competencies of the respondents. Secondary data were obtained from the standardized Police Non-Commissioned Officer (PNCO) Performance Evaluation Report for ranks ranging from Patrolman to Police Staff Sergeant (First Level) to evaluate job performance. The questionnaire underwent content validation by nine expert jurors using Lawshe's Content Validity Checklist. All items were retained, having achieved a Content Validity Ratio (CVR) of 0.78, which meets the minimum threshold for validity. The instrument also demonstrated a high-reliability index of 0.986, indicating strong internal consistency and accuracy in measuring the intended constructs. The survey instrument was divided into two parts. Part I collected demographic information, including age, sex, and baccalaureate degree. Part II measured the respondents' competencies using a 5-point Likert scale. Job performance data were exclusively gathered from the official PNCO Performance Evaluation Reports to ensure standardized assessment.

2.5 Data Gathering Procedure

To ensure an organized data-gathering process, this study followed specific steps. Before commencing the survey, permission was first obtained from the Police Regional Training Center (PRTC) 6 and the Police Regional Office (PRO) 6 to access the roster of graduates from the Public Safety Basic Recruit Course (PSBRC) Class 2022-01 and to conduct the survey. Upon securing approval, the researcher obtained a list of 200 police graduates from the Registrar's Office of PRTC 6. Using simple random sampling, each participant was assigned a roster number, which was processed through a random number generator to ensure unbiased selection. Before data collection, each selected participant was provided with an informed consent form explaining the purpose and objectives of the study, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw at any stage without consequences. Only participants who provided written consent were included in the study. The questionnaire was distributed via a secure online platform to ensure a high response rate and to clarify any concerns. Secondary data was collected from the PNCO Performance Evaluation Report to assess performance levels, provided the participant had consented. Once the respondents completed the questionnaire, the researcher manually checked the responses for completeness and consistency. Follow-up on incomplete or missing responses was necessary. Securely stored all collected data in locked cabinets (for physical copies) and password-protected files (for digital responses).

2.6 Ethical Considerations

This research study strictly followed ethical considerations to protect the participants' privacy and well-being. The confidentiality of respondents' personal information was strictly protected. When presenting findings, the data were summarized to prevent the identification of individual respondents. The collected data were then securely stored in password-protected digital files and locked physical storage. Before answering the survey, respondents received a detailed explanation of the study's purpose, objectives, methodology, potential risks, and benefits. They were informed that participation was voluntary and that they could withdraw at any stage without any penalties or consequences. Also, a written informed consent form was obtained before data collection.

Additionally, respondents had the right to skip any question they felt uncomfortable answering. The selection process was based on scientific sampling techniques to ensure fairness and unbiased representation. No participant was excluded or included based on gender, rank, or other discriminatory factors. The researcher ensured that data were accurately recorded, analyzed, and reported without manipulation, falsification, or misrepresentation. All findings were presented objectively, maintaining the research's credibility. The study followed ethical guidelines set by the institutional review board (IRB) or ethics committee. It complied with the principles of research ethics, including those outlined in the Data Privacy Act of 2012 (RA 10173). Additionally, the performance rating used in this study underwent ethical review and approval by the Philippine National Police (PNP) Region VI Research Committee.

3.0 Results and Discussion

3.1 Level of Competencies of PSBRC Graduates

Tables 1 to 4 present the level of competencies among PSBRC graduates. Table 1 summarises the overall level of competency, and Tables 2 to 4 detail the specific dimensions: knowledge, skills, and attitude.

Level of Competencies as a Whole

Table 1 presents the level of competencies of Public Safety Basic Recruit Course (PSBRC) graduates, which shows the mean and standard deviation of the three (3) competency areas: knowledge, skills, and attitude. The overall level of competencies among PSBRC graduates is classified as 'Good,' as reflected in the mean average ($M = 4.33$; $SD = 0.61$), with the standard deviation, which indicates a relatively consistent perception among the participants on the competencies assessed. Among the three areas, the highest mean score was in attitude ($M = 4.43$; $SD = 0.59$). This suggests that PSBRC graduates exhibit a highly positive disposition and strong professional values essential in law enforcement and public service. The standard deviation of 0.59 indicates that responses are consistent. The result implies that the training program has instilled good work ethics and professionalism among the graduates.

Table 1. *Level of Competencies of PSBRC Graduates*

Commitment	M	SD	Interpretation
Attitude	4.43	0.59	Good
Knowledge	4.32	0.63	Good
Skills	4.25	0.60	Good
Whole	4.33	0.61	Good

Mean Scale: 4.50 – 5.00 Excellent, 3.50 – 4.49 Good, 2.50 – 3.49 Fair, and 1.50 – 2.49 Poor

Meanwhile, skills garnered the lowest mean score ($M = 4.25$; $SD = 0.60$). While still within the "Good" range, this also suggests that developing practical skill sets lagged slightly behind knowledge and attitude. The SD of 0.60 indicates consistency in responses, which shows relatively uniform responses among graduates. The finding highlights an opportunity to improve this area through additional hands-on activities, simulations, and fieldwork to strengthen the core competencies. The knowledge area ($M = 4.32$; $SD = 0.63$) also reflected a solid foundation in concepts, theories, and background information. Its SD of 0.63 also indicates consistent responses. The result suggests that the academic and instructional aspects of the program sufficiently address cognitive competencies. However, continuous improvements are still needed through updated modules and practical applications to maintain relevance and effectiveness.

The findings of this study are consistent with the research conducted by Laguyo and Caelian (2020), which evaluated police graduates' operational competencies. The study concluded that graduates demonstrated exceptional operational competence in patrol, traffic, and investigation. This study contributes to the existing knowledge body by identifying gaps often underemphasized in training evaluations, such as media relations and legal documentation skills. It extends current literature by offering item-level insights, rather than aggregate scores alone, which allows for more targeted curriculum improvements. Moreover, by confirming consistently strong outcomes in values-based knowledge (e.g., customs and traditions), the findings affirm the effectiveness of current cultural and ethical instruction in the PSBRC. This nuanced approach provides both validation and direction for enhancing the relevance and completeness of police education.

Level of Competencies in terms of Knowledge

Table 2 presents the level of knowledge competencies self-assessed by participants through 18 items covering essential policing knowledge areas. The overall mean and standard deviation for knowledge ($M = 4.33$; $SD = 0.61$) indicate a consistently positive assessment. Most items fall within the "Good" range (3.50–4.49), suggesting that PSBRC graduates generally possess an adequate and commendable level of knowledge relevant to their profession. Item 1, "I clearly understand the PNP Customs and Traditions," received the highest rating ($M = 4.50$; $SD = 0.62$), classified as "Excellent" and with consistent responses. This demonstrates graduates' deep understanding of the organizational culture and values of the Philippine National Police (PNP), reflecting alignment with core competencies such as integrity, discipline, and professionalism—traits highlighted in the Police Competency Model by the U.S. Department of the Interior (2020) as foundational for effective law enforcement.

Table 2. *Level of Competencies in terms of Knowledge*

Knowledge	M	Interpretation	SD
1 I clearly understand the PNP Customs and Traditions	4.50	Excellent	0.62
2 I am knowledgeable of the PNP personnel policies and procedures.	4.43	Good	0.62
3 I understand the fundamental principles of the Philippine Constitution.	4.40	Good	0.67
4 I clearly understand Criminal Laws I and II.	4.34	Good	0.67
5 I am knowledgeable of the Special Laws related to Law Enforcement.	4.32	Good	0.66
6 I can apply the Rules on Criminal Procedure.	4.31	Good	0.69
7 I am knowledgeable about the Rules on Evidence in criminal cases.	4.28	Good	0.68
8 I understand the principles of proper Courtroom Demeanor, including professional conduct, communication, and adherence to legal procedures.	4.28	Good	0.69
9 I understand the principles and procedures of Intelligence Operations, including data gathering and analysis.	4.28	Good	0.69
10 I clearly understand the principles of police community affairs and development	4.34	Good	0.69
11 I am knowledgeable on the proper procedures for conducting police operations.	4.29	Good	0.69
12 I am knowledgeable about the proper procedures for conducting traffic enforcement.	4.27	Good	0.71
13 I know the protocols for disaster preparedness and emergency response operations.	4.28	Good	0.70
14 I am knowledgeable in handling media relations as a police officer.	4.24	Good	0.67
15 I understand the Philippine Criminal Justice System, including the laws that established the structure and functions of the PNP (Police Act of 1966, PD 765; RA 6975; RA 8551, and RA 9708).	4.29	Good	0.71
16 I am knowledgeable about Gender and Development policies in policing.	4.33	Good	0.68
17 I understand financial management and budgeting as part of the police service.	4.28	Good	0.68
18 I am knowledgeable of the fundamentals of legal forms, including sworn statements, complaint affidavits, inquest reports, and judicial affidavits	4.24	Good	0.74
Mean Average	4.33	Good	0.63

Mean Scale: 4.50 – 5.00 Excellent, 3.50 – 4.49 Good, 2.50 – 3.49 Fair, and 1.50 – 2.49 Poor

Conversely, the lowest-rated items were Item 14, "I am knowledgeable in handling media relations as a police officer" ($M = 4.24$; $SD = 0.67$), and Item 18, "I am knowledgeable of the fundamentals of legal forms, including sworn statements, complaint affidavits, inquest reports, and judicial affidavits" ($M = 4.24$; $SD = 0.74$). While still within the "Good" range, these results reveal areas for improvement, especially in communication and legal technicalities. These findings align with the work of Etik and Setiyono (2021) and Parwidi and Muntaha (2020), who emphasize that knowledge, along with skills and attitude, significantly influences professional competence and performance in law enforcement. Furthermore, the observed need to enhance communication and legal knowledge supports Taraskeviciute and Dobrzinskiene's (2024) conclusion on the importance of strong communication skills for managing public relations and legal processes to ensure transparency and credibility. This study extends current knowledge by identifying specific knowledge domains that require further development, thereby offering targeted insights to inform curriculum improvements and training enhancements for police recruits.

Level of Competencies in terms of Skills

Table 3 presents the level of competencies in skills, self-assessed by participants through 16 items covering operational, tactical, and administrative abilities required of a police officer. The overall mean and standard deviation for skills ($M = 4.25$; $SD = 0.61$) indicate that all items fall within the "Good" range (3.50–4.49), with individual mean scores ranging from $M = 4.18$; $SD = 0.61$ to $M = 4.33$; $SD = 0.72$. The standard deviation suggests a relatively consistent participant assessment of their skill levels. These results indicate that graduates generally possess well-developed skills, although opportunities for further improvement exist.

The highest-rated item was Item 13, "I can execute proper arresting and handcuffing techniques" ($M = 4.33$; $SD = 0.61$), classified as "Good" with consistent responses. This suggests that graduates are confident and consistent in performing fundamental police procedures. The strong mean score reflects the training program's effectiveness in delivering instruction on essential law enforcement tasks in real-world situations. Conversely, Item 3, "I can confidently deliver public speeches and briefings as a police officer," received the lowest mean score ($M = 4.18$; $SD = 0.69$), still within the "Good" range. The higher, yet consistent, standard deviation indicates variability in confidence levels, highlighting a need for enhanced communication, public speaking, and presentation skills training.

Table 3. Level of Competencies in terms of Skills

Skills	M	Interpretation	SD
1 I have good oral communication skills, which is necessary for a police officer.	4.27	Good	0.69
2 I can effectively write police reports and official correspondence following PNP standards.	4.19	Good	0.67
3 I can confidently deliver public speeches and briefings as a police officer.	4.18	Good	0.69
4 I am skilled in performing police operations and internal security operations.	4.27	Good	0.66
5 I can effectively engage with the community and implement counterinsurgency strategies in accordance with the police operational procedures.	4.26	Good	0.66
6 I can evaluate, analyze, and respond effectively to security threats, including those posed by insurgent groups.	4.24	Good	0.65
7 I am proficient in handling and maintaining firearms, including marksmanship and safety procedures.	4.31	Good	0.65
8 I can perform survival techniques, including shelter-building, first aid, and emergency resource management.	4.28	Good	0.65
9 I can plan and execute missions, conduct tactical patrolling, and administer combat casualty care under operational conditions.	4.24	Good	0.65
10 I can operate radio and telephone communication systems.	4.23	Good	0.63
11 I can apply navigation principles such as compass use, route planning, point location, and GPS applications for day and night operations.	4.22	Good	0.67
12 I can effectively apply self-defense techniques using unarmed defensive tactics (TAPONDO)	4.24	Good	0.63
13 I can execute proper arresting and handcuffing techniques.	4.33	Good	0.61
14 I have knowledge on the application of human rights principles in law enforcement operations.	4.32	Good	0.61
15 I have know how on ecological and environmental laws in my duty.	4.23	Good	0.72
Mean Average	4.25	Good	0.61

Mean Scale: 4.50 – 5.00 Excellent, 3.50 – 4.49 Good, 2.50 – 3.49 Fair, and 1.50 – 2.49 Poor

These findings support Mastoro et al. (2020), who emphasized that skills and attitude are critical components of police competence and can be improved through practical training and education management. The high ratings for operational tasks such as arresting techniques, firearms handling, and internal operations demonstrate the program's success in practical skills development. However, lower public speaking and environmental law ratings suggest areas for curriculum enhancement to better prepare graduates for the diverse policing demands. The study underscores the importance of balanced training that strengthens operational effectiveness and communication skills, promoting more responsible and effective law enforcement.

Level of Competencies in terms of Attitude

Table 4 presents the level of attitude competencies self-assessed by participants through seven items focusing on professional ethics, values, and personal conduct. The overall mean and standard deviation for attitude ($M = 4.43$; $SD = 0.59$) indicate that all items fall within the "Good" category, with mean scores ranging from 4.37 to 4.47. This reflects a consistently positive attitude among PSBRC graduates in their roles as law enforcement officers.

Table 4. Level of Competencies in terms of Attitude

Attitude	M	Interpretation	SD
1 I value consistency in following the rules and policies of my workplace and show respect to colleagues and clients.	4.45	Good	0.62
2 I believe in the importance of carrying out my responsibilities with love and strong sense of service to my country.	4.45	Good	0.61
3 I believe in the need for compliance with the laws of the country, its customs, and its history.	4.43	Good	0.62
4 I consider personal growth to enhance my professional competencies.	4.44	Good	0.62
5 I feel the need to report matters of unethical practices to those who have authority to correct it.	4.38	Good	0.62
6 I consider upholding the honor code by not telling lies, indulge in theft or cheating, or allow others to do such things.	4.37	Good	0.71
7 I embody the core values of the PNP, which are: Maka-Diyos (God-Fearing), Maka-Bayan (Nationalistic), Maka-Tao (Humane), and Maka-Kalikasan (Environment-Friendly)	4.47	Good	0.62
8 I value consistency in following the rules and policies of my workplace and show respect to colleagues and clients.	4.45	Good	0.62
Mean Average	4.43	Good	0.59

Mean Scale: 4.50 – 5.00 Excellent, 3.50 – 4.49 Good, 2.50 – 3.49 Fair, and 1.50 – 2.49 Poor

The highest-rated item was “I embody the core values of the PNP, which are: Maka-Diyos (God-Fearing), Maka-Bayan (Nationalistic), Maka-Tao (Humane), and Maka-Kalikasan (Environment-Friendly)” ($M = 4.47$; $SD = 0.62$). This score is categorized as “Good” for the mean and “Consistent” for the standard deviation, indicating strong internalization of the organization’s core values and shared beliefs among participants. Conversely, the item “I consider upholding the honor code by not telling lies, indulging in theft or cheating, or allowing others to do such things” received the lowest mean score of 4.37, with a standard deviation of 0.71. Although still within the “Good” category, the slightly higher SD suggests more variability in participants’ consistency in applying or perceiving the honor code in practice. These findings align with Mastoro et al. (2020), who highlighted the equal importance of attitude alongside skills in shaping professional competence in policing. The strong positive attitude demonstrated by graduates suggests effective inculcation of professional ethics and values through the training program. However, the variability in adherence to the honor code points to an area where reinforcement could further enhance ethical behavior and consistency in professional conduct.

3.2 Level of Performance of PSBRC Graduates

This section presents a comprehensive analysis of the PSBRC graduates' job performance based on six areas: output, job knowledge, work management, interpersonal relationships, concern for the organization, and personal qualities. The data are summarized in Tables 5 to 11.

Level of Job Performance of PSBRC Graduates as a Whole

Table 5 presents the level of performance of PSBRC graduates, assessed across six areas: output, job knowledge, work management, interpersonal relationships, concern for the organization, and personal qualities. The overall mean and standard deviation ($M = 4.46$; $SD = 0.09$) indicate that graduates’ performance is rated “Outstanding.” The low standard deviation reflects strong consensus among evaluators, suggesting consistent and uniform assessments across the competency areas. Among these, personal qualities received the highest rating ($M = 5.00$; $SD = 0.00$), classified as “Outstanding” with “Very Consistent” agreement, indicating unanimous evaluator consensus on the graduates’ exemplary personal attributes.

Table 5. *Level of Job Performance of PSBRC Graduates as a Whole*

Performance	M	Interpretation	SD
Personal Qualities	5.00	Outstanding	0.00
Concern for the Organization	4.62	Outstanding	0.45
Output	4.48	Very Satisfactory	0.36
Job Knowledge	4.29	Very Satisfactory	0.30
Work Management	4.19	Very Satisfactory	0.27
Interpersonal Relationship	4.17	Very Satisfactory	0.28
Whole	4.46	Very Satisfactory	0.09

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

Interpersonal relationships scored lowest among the six performance dimensions ($M = 4.17$; $SD = 0.28$). Although still within the “Very Satisfactory” range, this suggests graduates may face more challenges maintaining consistently positive working relationships compared to other performance areas. These findings align with Laguyo and Caelian (2020), who reported that police graduates from Police Regional Training Center (PRTC) 6 were rated “Very Satisfactory” in operational performance. The results support the effectiveness of the PSBRC training program in producing highly competent officers, particularly in terms of personal qualities and organizational commitment. However, the comparatively lower rating in interpersonal relationships highlights an area for targeted development, such as enhanced communication and teamwork training, to further improve graduates’ workplace effectiveness.

Level of Performance in terms of Output

Table 6 illustrates the performance levels of PSBRC graduates in terms of output. The overall mean score and standard deviation ($M = 4.48$; $SD = 0.36$) indicate a high level of performance in this category, with participants generally rating the graduates’ outputs positively. Among the output indicators, the quality of work received the highest mean score of 4.87, placing it in the “Outstanding” performance category. The low standard deviation of 0.34, classified as “Very Consistent,” reflects strong agreement among participants regarding the exceptional quality of work produced by the graduates. This suggests that graduates consistently demonstrate competence, attention to detail, and professionalism in their job performance.

Table 6. Level of Performance in terms of Output

Output	M	Interpretation	SD
1 Quality of work	4.87	Outstanding	0.34
2 Timeliness of work	4.40	Very Satisfactory	0.53
3 Acceptability of output based on the standard	4.34	Very Satisfactory	0.47
4 Accomplishment of the target	4.30	Very Satisfactory	0.46
Mean Average	4.48	Very Satisfactory	0.36

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

Conversely, accomplishment of targets received the lowest rating in the output area ($M = 4.30$; $SD = 0.46$). While still within the “Very Satisfactory” range, this indicates challenges in effectively meeting specific objectives or expected results. The standard deviation of 0.46 suggests that this observation is commonly shared among evaluators, highlighting an area for potential improvement in aligning performance with established targets. These findings corroborate previous research by Zurcher et al. (2023) and Reznik et al. (2022), who emphasized the importance of outcome-based performance assessments in law enforcement. Additionally, the strong performance in output-related tasks aligns with Chen et al.’s (2024) conclusion that effective police outcomes are critical in building public trust, especially in areas with lower social capital. The results also support Haji et al.’s (2021) assertion that the interaction of knowledge, skills, and attitudes directly influences employee performance, as reflected in the high output demonstrated by PSBRC graduates. By providing detailed empirical evidence on specific output competencies, this study extends current knowledge by highlighting areas of strength and opportunity within recent police training outcomes. In particular, it identifies the need to enhance graduates’ ability to consistently meet performance targets, offering valuable insights for targeted curriculum and training improvements to professionalize law enforcement effectiveness further.

Level of Performance in terms of Job Knowledge

Table 7 presents the level of performance in job knowledge among PSBRC graduates. The overall mean ($M = 4.29$; $SD = 0.30$) indicates a high level of proficiency, with the low standard deviation reflecting general agreement among participants regarding the graduates’ knowledge in job-related areas. Community-oriented policing received the highest mean score ($M = 4.72$; $SD = 0.45$), categorized as “Outstanding” with a “Very Consistent” level of agreement. This highlights that graduates are perceived as highly effective in fostering community partnerships, promoting public safety, and engaging in collaborative policing—an essential competency in modern law enforcement.

Table 7. Level of Performance in terms of Job Knowledge

Job Knowledge	M	Interpretation	SD
1 Understanding of the job description	4.33	Very Satisfactory	0.58
2 Awareness of the vision, mission, and objectives of the organization	4.34	Very Satisfactory	0.59
3 Community-Oriented Policing	4.72	Outstanding	0.45
4 Creativity/Resourcefulness	4.29	Very Satisfactory	0.46
5 Analytical Ability	4.18	Very Satisfactory	0.52
6 Ability to solve problems/troubleshooting	4.11	Very Satisfactory	0.71
7 Oral and written communication	4.24	Very Satisfactory	0.43
8 Law enforcement and maintenance of law and order	4.13	Very Satisfactory	0.33
Mean Average	4.29	Very Satisfactory	0.30

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

Conversely, the ability to solve problems/troubleshoot earned the lowest rating among job knowledge competencies ($M = 4.11$; $SD = 0.71$). Although still within the “Very Satisfactory” range, the relatively lower mean and higher variability suggest that some graduates may require further development. The greater standard deviation indicates inconsistency in how problem-solving skills are demonstrated across individuals, signaling a need for targeted training to strengthen this competency. These findings indicate that PSBRC graduates possess strong foundational job knowledge critical for effective policing. The high rating in community-oriented policing aligns with Zurcher et al. (2023), who advocate assessing police performance beyond statistics to include trust, accountability, and community relations. Similarly, Chen et al. (2024) emphasize the importance of police engagement in community-based initiatives to build public trust, particularly in contexts with varying social capital levels. Furthermore, consistent performance in communication, creativity, and analytical skills supports Otoo’s (2024) assertion that strategic human resource management—including skill development and

motivation—is vital to police effectiveness. This study extends current knowledge by providing empirical evidence on specific job knowledge competencies and identifying strengths and gaps within recent police training outcomes. Notably, it highlights the need to bolster problem-solving skills to ensure graduates are fully prepared to meet the complex demands of law enforcement work.

Level of Performance in terms of Work Management

Table 8 presents the performance levels of PSBRC graduates in work management, a critical dimension of policing that influences operational efficiency and public service quality. The overall mean score ($M = 4.19$; $SD = 0.27$) reflects consistently high performance across all evaluated areas, with a low standard deviation indicating strong agreement among evaluators.

Table 8. *Level of Performance in terms of Work Management*

Work Management	M	Interpretation	SD
1 Records Management & Submission of Reports	4.27	Very Satisfactory	0.46
2 Compliance with and Implementation of Policies/SOPs	4.21	Very Satisfactory	0.50
3 Sense of Priority	4.13	Very Satisfactory	0.50
4 Client Satisfaction/Orientation	4.17	Very Satisfactory	0.48
5 Cost Effectiveness	4.17	Very Satisfactory	0.42
6 Involvement/Presence in Activities	4.19	Very Satisfactory	0.53
Mean Average	4.19	Very Satisfactory	0.27

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

Among the specific competencies, Records Management and Submission of Reports received the highest mean score of 4.27 ($SD = 0.46$), categorized as “Very Satisfactory” with “Very Consistent” evaluator agreement. This suggests that graduates demonstrate strong proficiency in managing documentation processes and ensuring timely, accurate reporting, which are key administrative tasks essential to effective law enforcement. Conversely, Sense of Priority received the lowest rating within this dimension ($M = 4.13$; $SD = 0.50$). Although rated “Very Satisfactory,” the comparatively lower mean and consistent agreement suggest improvement in graduates’ ability to identify and prioritize critical tasks consistently. Strengthening this competency is vital for enhancing operational responsiveness and efficiency, factors closely linked to fostering community trust and accountability, as Chen et al. (2024) highlighted.

The relatively low standard deviations across competencies (ranging from 0.46 to 0.53) indicate a high level of consensus among evaluators, reflecting reliable assessments of graduates’ work management performance. These findings align with Zürcher et al. (2023) and Reznik et al. (2022), who emphasize the importance of comprehensive performance assessment models in promoting transparency and accountability in policing. This study extends existing knowledge by providing detailed empirical evidence on graduates’ work management capabilities, identifying strengths and specific areas for development. The results affirm that PSBRC graduates possess strong work management skills that contribute significantly to their overall operational effectiveness and adherence to institutional values and public service standards. These insights can inform targeted curriculum enhancements and training interventions to professionalize police performance further.

Level of Performance in terms of Interpersonal Relationship

Table 9 presents the performance levels of PSBRC graduates in interpersonal relationships, a crucial factor in evaluating how effectively police officers collaborate with colleagues and engage with the community. The overall mean score ($M = 4.17$; $SD = 0.28$) indicates that graduates demonstrate a very satisfactory level of interpersonal competence, with relatively consistent ratings from evaluators. Strong interpersonal skills are essential for fostering public trust, promoting teamwork, and enhancing operational effectiveness in law enforcement. As Chen et al. (2024) highlight, effective police performance extends beyond technical skills to include the ability to build trust and rapport within the community, competencies closely tied to positive interpersonal relationships.

In this study, PSBRC graduates received very satisfactory ratings across all five indicators, reflecting a solid foundation in interpersonal skills. Teamwork Management ($M = 4.20$; $SD = 0.42$) and Ability to Read and Follow Instructions ($M = 4.20$; $SD = 0.44$) were the highest-rated competencies, showcasing graduates’ strong collaboration skills and attentiveness to operational protocols—both indispensable for effective coordination and group cohesion during policing activities.

Table 9. Level of Performance in terms of Interpersonal Relationship

Interpersonal Relationship	M	Interpretation	SD
1 Receptive to ideas/suggestions	4.13	Very Satisfactory	0.40
2 Teamwork Management	4.20	Very Satisfactory	0.42
3 Build Linkages and networks	4.18	Very Satisfactory	0.41
4 Ability to read and follow	4.20	Very Satisfactory	0.44
5 Motivation	4.13	Very Satisfactory	0.43
Mean Average	4.17	Very Satisfactory	0.28

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

The lowest ratings were observed in Receptiveness to Ideas and Suggestions ($M = 4.13$; $SD = 0.40$) and Motivation ($M = 4.13$; $SD = 0.43$), which remain within the very satisfactory range. These scores indicate graduates' openness to feedback and commitment to continuous improvement—qualities essential to fostering positive team dynamics and sustaining organizational commitment. These findings align with Helfers et al. (2020), who underscore the importance of discipline, motivation, and supportive organizational environments in enhancing police performance.

Level of Performance in terms of Concern for the Organization

Table 10 presents the performance levels of PSBRC graduates regarding their Concern for the Organization. The overall mean score ($M = 4.62$; $SD = 0.45$) reflects an Outstanding level of performance, indicating that graduates demonstrate strong organizational commitment. This finding aligns with Zurcher et al. (2023), who emphasized that effective policing involves fulfilling duties and embracing accountability, a critical factor in maintaining public trust.

Table 10. Level of Performance in terms of Concern for the Organization

Concern for the Organization	M	Interpretation	SD
1 Stewardship of the unit's properties	4.62	Outstanding	0.52
2 Preservation of unit interest	4.51	Outstanding	0.58
3 Coordination	4.72	Outstanding	0.49
Mean Average	4.62	Outstanding	0.45

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

Among the performance indicators, Coordination received the highest rating ($M = 4.72$; $SD = 0.49$), underscoring the graduates' exceptional ability to collaborate across departments. Such interdepartmental cooperation is vital for operational efficiency and relationship-building within and beyond the organization, as Chen et al. (2024) noted. Conversely, Preservation of Unit Interest earned the lowest mean score ($M = 4.51$; $SD = 0.58$), though still within the Outstanding category, indicating a slight opportunity for improvement in consistently prioritizing organizational goals. These results support Reznik et al.'s (2022) arguments regarding the significance of performance assessments in enhancing police operations and resonate with Hicken's (2024) advocacy for transformational leadership to cultivate responsibility and adaptability within law enforcement agencies.

Level of Performance in terms of Personal Qualities

Table 11 presents the performance levels of PSBRC graduates in the domain of Personal Qualities, which include traits such as moral integrity, honesty, discipline, responsibility, and community commitment. The officers received an Outstanding rating ($M = 5.0$; $SD = 0$), indicating unanimous agreement among evaluators regarding their exemplary personal attributes. This underscores the importance of maintaining and continually reinforcing these values during pre-service education and ongoing professional development.

Table 11. Level of Performance in terms of Personal Qualities

Personal Qualities	M	Interpretation	SD
Morally upright, honest, well-groomed, fair and, loyal to the organization, civic-minded, responsible, disciplined, courteous/tactful, and initiates positive action.	5	Outstanding	0

Mean Scale: 4.51–5.00 is Outstanding, 3.51–4.50 is Very Satisfactory, 2.51–3.50 is Satisfactory, 1.51–2.50 is Needs Improvement, and 1.00–1.50 is Poor

These personal qualities are fundamental to effective police performance. Chen et al. (2024) highlighted that community trust in law enforcement is strongly influenced by officers' actions and personal characteristics, such as fairness and accountability. Officers who embody strong moral values contribute significantly to public perceptions of procedural fairness and help build greater trust in the police. Moreover, Reznik et al. (2022)

emphasized the vital role of leadership and organizational behavior, which are often shaped by these personal qualities. Such traits are essential for fostering practical, ethical policing and creating a positive and productive law enforcement environment.

3.3 Difference in the Level of Competence as to Age

The results, as presented in Table 12, show a significant difference in competency levels across age groups. The 21–25-year-old group had the highest mean competency score ($M = 4.85$), followed by the 26–30-year-old group ($M = 4.34$) and the 31–35-year-old group ($M = 4.07$). Results also revealed that the 21–25-year-old group scored significantly higher than the 26–30-year-old ($p = 0.044$) and 31–35-year-old ($p = 0.004$) groups. The 26–30-year-old group was lower than the 21–25-year-old group ($p = 0.044$) but not significantly different from the 31–35-year-old group ($p = 0.139$). Similarly, the 31–35 age group was lower than the 21–25 age group ($p = 0.004$) but did not differ significantly from the 26–30 age group ($p = 0.139$). These findings suggest that younger participants, particularly those in the 21–25-year-old group, tend to have higher competency levels, possibly due to recent exposure to academic learning. The finding supports the idea that age may influence cognitive readiness and physical preparedness, which are crucial in police service, as seen in studies by Dawes et al. (2022) and Rodríguez Escanciano (2023).

Table 12. *Difference in the Level of Competency as to Age*

Age Group	N	Mean Competency Score	F-value	df	p-value	Significant Differences (Scheffé Post Hoc)
21–25 Years Old	8	4.85	5.924	(2, 116)	.004	Higher than 26–30 ($p = .044$) and 31–35 ($p = .004$)
26–30 Years Old	91	4.34				Lower than 21–25 ($p = .044$); not different from 31–35 ($p = .139$)
31–35 Years Old	20	4.07				Lower than 21–25 ($p = .004$); not different from 26–30 ($p = .139$)

$p < 0.05^*$

3.4 Difference in the Level of Competency as to Sex

Table 13 presents the test of significant difference in the level of competency between male and female police graduates using the Mann-Whitney U test. The results show a Mann-Whitney U value of 698.00, a Z-score of -2.103, and a p-value of .035, below the standard significance level of 0.05. This indicates a statistically significant difference in the level of competency based on sex. Therefore, the null hypothesis is rejected, suggesting that sex significantly influences perceived competency levels among police graduates. As shown in the table, male trainees ($N = 99$) had a mean rank of 62.95 with a sum of 6,232.00, while female trainees ($N = 20$) had a mean rank of 45.40 and a sum of 908.00. These results imply that male trainees reported higher perceived competency levels than their female counterparts.

Table 13. *Difference in the Level of Competency as to Sex*

Sex	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p-value
Male	99	62.95	6232.00			
Female	20	45.40	908.00	698.00	-2.103	.035

$p < 0.05^*$

This finding adds a new dimension to discussions on gender performance differences in law enforcement training. While Dawes et al. (2022) focused on physical competency tests and found that male trainees typically outperformed female trainees in those areas, the present study demonstrates that sex-related differences also appear in overall perceived competency. The results underscore the importance of exploring whether existing training environments or evaluative measures inadvertently reinforce gender-based discrepancies in perceived capability, highlighting a need for further inquiry into how training programs can ensure equity in perception and outcomes across all participants.

3.5 Difference in the Level of Competency as to Baccalaureate Degree

Table 14 presents the analysis results examining significant differences in competency levels among participants based on their baccalaureate degree. With a Mann-Whitney U value of 500.500 and a corresponding p-value of 0.385—exceeding the conventional significance level of 0.05—the results indicate that the differences in competency levels between the two groups are statistically insignificant. This suggests that the participants' competency levels do not significantly vary based on whether or not they hold a criminology degree. Therefore, the null hypothesis is accepted, confirming that baccalaureate degree type does not significantly affect perceived competency.

Table 14. *Difference on the Level of Competency as to Baccalaureate Degree*

Baccalaureate Degree	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p-value
Criminology	108	60.87	6573.50			
Non-Criminology	11	51.50	566.50	500.500	-.869	.385

$p < 0.05^*$

This finding provides insights that challenge the traditional assumption that academic background, particularly in criminology, directly contributes to higher levels of job competency among police graduates. Instead, it highlights the role of structured training programs as potentially more influential than formal education in shaping law enforcement performance. These results align with the study by Mount and Mazerolle (2021), which emphasized that the design of training programs—through instructional strategies, assessments, and learning environments—substantially impacts skill acquisition and professional competence. Furthermore, the findings contribute to a broader discussion about the relative importance of academic qualifications versus applied learning in police training. Norman and Fleming (2021) observed that while policing degrees may enhance critical thinking, their practical impact is often constrained by organizational culture and limited institutional support. Similarly, Chapman (2024) noted that although higher education fosters traits like rational decision-making and interpersonal effectiveness, applying these skills in real-world policing contexts requires reinforcement through continued training and experience. This study reinforces the perspective that academic credentials alone may not suffice to ensure professional readiness, and it calls attention to the need for workplace environments and systems that support the integration of academic knowledge into daily police practice.

3.6 Difference in the Level of Performance as to Age

Table 15 illustrates the results of a statistical analysis aimed at determining whether there is a significant difference in job performance based on the age of participants, categorized into three groups: 21–25, 26–30, and 31–35 years old. The findings indicate a p-value of 0.947, which exceeds the conventional significance threshold of 0.05. This result leads to the acceptance of the null hypothesis, indicating that age does not significantly affect job performance in this study.

Table 15. *Difference in the Level of Performance as to Age*

Age	N	Mean Rank	Chi-Square	df	p-value
21-25	8	59.88			
26-30	91	59.52	0.108	2	0.947
31-35	20	62.23			

$p < 0.05^*$

The absence of a significant relationship suggests that factors other than age may play a more influential role in shaping job performance among police graduates. This is particularly notable when contrasted with the findings of Pastrana and Martir (2024), who reported significant performance differences across age groups in their research. Their study implies that age-related effects on job performance may be context-specific and dependent on other organizational or demographic variables. This study contributes to the ongoing discourse on performance assessment by offering evidence that challenges age-based assumptions about competence in policing. It provides new insight into the variability of age-related findings across different settings and reinforces the idea, as Mendoza et al. (2020) proposed, that job performance is a multifaceted construct influenced by various factors such as personality traits, motivation, and training. These findings suggest further research integrating age with other variables better to understand the holistic determinants of practical police work.

3.7 Difference in the Level of Performance as to Sex

Table 16 shows the difference in the level of performance between male and female police graduates. The Mann-Whitney U-test yielded a value of 729.00 and a p-value of .055, slightly above the standard significance level of 0.05. This result indicates that there is no statistically significant difference in the level of performance based on sex. Therefore, the null hypothesis is not rejected, suggesting that male and female graduates perform similarly in this context.

Table 16. *Difference on the Level of Performance as to Sex*

Sex	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p-value
Male	99	57.36	5679.00			
Female	20	73.05	1461.00	729.00	-1.920	0.055

$p < 0.05^*$

This finding contrasts with the study conducted by Dawes et al. (2022), which concluded that male trainees generally completed physical competency tests more quickly than females. Dawes emphasized the impact of sex-related physiological attributes and nutritional factors on performance. In contrast, the present study suggests that while physical capacity may differ, overall job performance—as perceived or assessed in a broader context—may not be significantly influenced by sex. This result contributes to the literature by challenging common assumptions about sex-based performance disparities in policing. It provides new insight by suggesting that, at least in terms of general job performance, gender may not be a defining factor. This extends current knowledge by supporting the argument that equitable training programs and performance expectations can help close perceived gaps, fostering a more inclusive understanding of performance in law enforcement.

3.8 Difference in the Level of Performance as to Baccalaureate Degree

Table 17 shows no significant difference in the level of performance between criminology (N = 108) and non-criminology graduates (N = 11), with a p-value of .898, which is greater than the 0.05 alpha level. Therefore, the null hypothesis is not rejected. This indicates that the level of performance is the same, regardless of whether the graduates hold a criminology or non-criminology baccalaureate degree.

Table 17. *Difference in the Level of Performance as to Baccalaureate Degree*

Baccalaureate Degree	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p-value
Criminology	108	60.13	6493.50			
Non-Criminology	11	58.77	646.50	580.500	-0.128	0.898

p < 0.05*

This result supports the findings of Dapitan et al. (2023), who examined the experiences of non-criminology graduates in the Philippine National Police (PNP). Their study emphasized that, despite not having a criminology background, non-criminology graduates demonstrated a strong commitment to public service and successfully navigated Basic Recruit Training (BRT) through mentorship, goal-setting, and a growth mindset. Their diverse academic backgrounds were seen as assets that contributed meaningfully to their performance in law enforcement roles. These findings offer new insight by highlighting that academic specialization in criminology is not a prerequisite for effective police performance. This extends existing knowledge by suggesting that non-traditional educational paths can also lead to successful careers in policing, mainly when supported by structured training and institutional guidance. It addresses a gap in the literature by validating the performance potential of non-criminology graduates in the police force.

3.9 Profile Variables as Predictors of Competency

As presented in Table 18, among the profile variables assessed—age, sex, and baccalaureate degree—only age emerged as a statistically significant predictor of competency, with a p-value of .001. The negative coefficient (B = -0.347) indicates that competency levels tend to decline as age increases. This aligns with the findings of Dawes et al. (2022) and Somers and Terrill (2022), who noted that younger police trainees or officers often outperform older counterparts in physical and technical competencies due to their adaptability and more recent exposure to structured training. Nonetheless, Somers and Terrill also emphasized the complementary strengths of older officers, such as emotional maturity and accumulated field experience, which are not always captured in standardized competency assessments.

Table 18. *Profile Variables as Predictors of Competency*

Predictor Variable	B	SE B	β	t	p
Age	-0.347	0.104	-0.293	-3.340	0.001
Sex	-0.247	0.132	-0.165	-1.868	0.064
Baccalaureate Degree	-0.058	0.171	-0.030	-0.340	0.735
Constant	5.414	0.323	—	16.763	0.000

In contrast, sex ($p = .070$) and baccalaureate degree attainment ($p = .645$) were not statistically significant predictors of competency. These findings diverge from prior literature. Loftus and Price (2019) posited that higher education contributes to enhanced police competencies, citing improved critical thinking and communication skills and reduced disciplinary issues among degree holders. Similarly, research by Schuck and Rabe-Hemp (2024) and Kouri (2021) has suggested that gender-based perceptions may influence competency assessments in specific policing roles. However, the current findings indicate that such academic or gender-based distinctions may not significantly affect measurable competency levels in practice.

These findings extend current knowledge by suggesting that age-related differences in competency are more pronounced than differences based on sex or academic background. This offers insight into how age influences training effectiveness and practical readiness, particularly in physically demanding roles. Moreover, the lack of significant association between education or sex and competency challenges traditional assumptions. It addresses gaps in the literature, particularly the tendency to overemphasize formal education and gender-based attributes as primary determinants of police effectiveness. This suggests a need to re-examine how competencies are developed, measured, and supported across diverse police profiles.

3.10 Profile Variables as Predictors of Job Performance

Table 19 indicates that age ($p = .991$), sex ($p = .266$), and baccalaureate degree ($p = .864$) do not significantly predict job performance among the participants. This suggests that demographic characteristics do not meaningfully influence police officers' job performance within the scope of this study.

Table 19. *Profile Variables as Predictors of Job Performance*

Predictor Variable	B	SE B	β	t	p
Age	0.000	0.018	-0.001	-0.012	0.991
Sex	0.025	0.022	0.104	1.118	0.266
Baccalaureate Degree	-0.005	0.029	-0.016	-0.172	0.864
Constant	4.435	0.055	—	80.934	0.000

These findings provide new insights by challenging the assumption that age, sex, and educational background are primary determinants of police performance. Unlike previous research—such as Dawes et al. (2022) and Hassan et al. (2022), who found that younger and male officers outperform others in physical and operational tasks—this study reveals that performance remains consistent across these demographic groups. This could be attributed to standardized training programs or compensatory experience among older officers, highlighting the potential equalizing effect of institutional factors. Furthermore, the absence of a significant effect of educational background contrasts with earlier studies by Comiskey et al. (2021) and Dapitan et al. (2023), which linked higher education to enhanced performance and interpersonal skills. This discrepancy underscores the importance of situational, institutional, or experiential factors over demographic variables alone, suggesting that these contextual elements may play a more crucial role in shaping effective job performance in law enforcement.

4.0 Conclusion

The Police Regional Training Center is essential in developing competent and well-prepared police trainees for the challenges of modern law enforcement. While age is identified as a key factor in competency, demographic variables such as sex and educational background do not significantly influence training outcomes. Instead, the quality of training, personal commitment, and institutional support emerge as the main drivers of trainees' competencies and job performance. These results indicate the greater influence of quality training, personal commitment, and institutional support in shaping effective police officers. Specific and actionable measures are recommended to enhance training outcomes and community preparedness. These include integrating scenario-based training to improve legal documentation and public speaking skills, reinforcing ethical responsiveness through values formation programs, and establishing structured mentorship systems to promote knowledge transfer from experienced officers to new recruits. Policy-wise, training institutions should adopt adaptive, experience-based curricula tailored to various age groups and learning needs, and enforce standardized performance assessments to ensure consistent development across regions.

Despite these valuable insights, the study acknowledges certain limitations, including using a limited sample size (focused only on PSBRC graduates in PRO 6), which may affect the generalizability of the findings to other police training centers or regions. Potential response bias from self-reported measures and supervisor evaluations could also influence the outcomes. Future research could address these limitations by expanding the sample to include other regions and using mixed methods approaches, including field observations or interviews, to validate competency and performance assessments. Further exploration could examine how organizational culture, leadership styles, and community involvement affect police performance and ethical behavior, offering a more holistic view of training effectiveness and law enforcement impact.

5.0 Contributions of Authors

AA – editing, writing, processing of data electronically, data gathering, data analysis, etc.
BA – writing, advising, data interpretation, etc.

6.0 Funding

None

7.0 Conflict of Interests

There is no conflict of interest to declare.

8.0 Acknowledgment

The researcher sincerely acknowledges the indispensable role of the participants in this study, including those who participated in the survey and the reliability testing. Also, the invaluable support of the Police Regional Office (PRO) 6, Philippine National Police, in authorizing this study. Furthermore, the researcher deeply appreciates the invaluable contributions and guidance of the research and technical adviser, whose support was vital to completing this work.

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