Do Police Training Programs Deliver? Evidence from a Philippine Regional Training Center

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Abstract

Police training is expected to produce officers who are operationally competent, ethically grounded, and community-oriented. However, systematic outcome-based evaluations remain limited in the Philippine context. This study examined whether a police training program delivered its intended outcomes in terms of trainees' knowledge, skills, attitudes, and professional habits and values at a Philippine regional training center. A descriptive quantitative design was employed, involving fifteen (15) police training staff who served as direct evaluators of trainee performance. Data were collected using a structured questionnaire covering the four outcome domains. The findings indicate that the training program achieved a very high level of attainment across all domains, demonstrating strong alignment with competency-based and holistic approaches to police education. The results suggest that police training effectiveness is inherently multidimensional and requires the integration of cognitive, operational, attitudinal, and ethical development. This study contributes empirical evidence to the limited Philippine literature on police training evaluation and underscores the value of institutionalizing structured, staff-led outcome assessments to support continuous improvement in police education and training programs.

Keywords: Police training; Training outcomes; Regional training center; Competency-based training; Philippines

INTRODUCTION

Police training is essential for effective law enforcement, public safety, and fostering community trust across diverse national contexts. Research highlights the global expectation for police institutions to cultivate officers who are skilled, ethically grounded, community-oriented, and professionally disciplined(Kleygrewe et al., 2022). International standards increasingly emphasize competency-based training outcomes that encompass cognitive, operational, affective, and value-based domains, reflecting a comprehensive approach that integrates ethical and practical skills(Di Nota & Huhta, 2019; Neubauer, 2022). Despite substantial investment in police academies, the effectiveness of training programs in achieving desired behavioral and attitudinal outcomes remains under scrutiny, with some studies reporting improvements in attitudes but limited changes in behavior(Mclean et al., 2020). International organizations, such as INTERPOL and the United Nations, support the development and evaluation of such training to align with evolving global security challenges, including cybercrime and mental health responses(Cockcroft et al., 2018; Lorey & Fegert, 2021).In the Philippines, police training plays a critical role in professionalizing the police force and addressing emerging public safety challenges in alignment with national laws, ethical standards, and human rights principles. The Philippine National Police (PNP) mandates training programs aimed at strengthening officers' knowledge, operational competencies, attitudes, and professional values to ensure compliance with institutional and societal expectations (Kouvatsou et al., 2022). In recent years, reforms and heightened public scrutiny have intensified demands for measurable accountability and strengthened public trust, thereby underscoring the need for systematic evaluation of police training effectiveness. However, local discourse often prioritizes curriculum development and policy compliance rather than empirically assessing outcome attainment, resulting in a limited evidence base on the actual impact of training programs (Mclean et al., 2020). Emerging Philippine studies reinforce the necessity of structured evaluation mechanisms in public safety institutions. For example, Gile et al. (2025) demonstrated that systematic assessment of city ordinance implementation in a highly urbanized setting significantly enhanced institutional accountability and public safety outcomes. Similarly, Plata et al. (2026) emphasized that police operational readiness—particularly in specialized functions such as border management—depends on sustained competency development, performance monitoring, and institutionalized evaluation practices. These findings collectively suggest that effective public safety governance is contingent not only upon regulatory frameworks but also upon rigorous, outcome-based assessment systems. While specific police training interventions, such as psychological first aid and crisis intervention team programs, have shown improvements in officers' confidence, knowledge, and attitudes, further research is necessary to examine sustained behavioral change and long-term institutional impact (Kouvatsou et al., 2022; Veluri & Mansuri, 2021).Regional police training centers serve as crucial sites for transforming civilian recruits into professional officers, with the training staff playing a vital role in monitoring, guiding, and assessing the progress of trainees. Trainers' perspectives provide valuable insights into whether training goals are achieved across various outcome areas. Research shows that police trainers aim to create engaging and relevant learning experiences, but often lack clear objective-setting and reflective practices, underscoring the need for professional development in these areas(Staller et al., 2022). Feedback from trainees highlights the significance of trainers' content expertise, delivery effectiveness, and individual sensitivity(Staller et al., 2022b). Despite the essential role of trainers, systematic institutional evaluations of training outcomes, particularly through structured and quantitative methods, are limited. This gap restricts the understanding of long-term training effectiveness and hinders improvements. Studies from related fields indicate that such evaluations can enhance training quality and accountability, suggesting the need for more standardized, data-driven institutional evaluation frameworks in police training centers(Adewara et al., 2023; Yıldırır, 2023)..Current studies on police training largely concentrate on detailing programs, implementing policy changes, or providing qualitative insights into the experiences of trainees, with a lack of empirical research on the actual achievement of training goals. There is a significant shortage of descriptive quantitative research assessing whether police training programs effectively enhance knowledge, skills, attitudes, and professional values. This deficiency is particularly pronounced in the Philippines, where few studies involve training staff as evaluators despite their direct and continuous interaction with trainees. Additionally, much of the existing research tends to evaluate training outcomes in isolation, missing a comprehensive, domain-based approach that integrates various outcome areas. This fragmented evaluation method restricts the understanding of the overall effectiveness of the police training programs. To address these gaps, a structured, quantitative assessment is needed to capture the multidimensional nature of training outcomes from the perspective of those who directly observe the trainee's performance. This study addresses this gap by systematically assessing the level of achievement across knowledge, skills, attitudes, and professional habits and values within a regional police training center in the Philippines.

Main Research Question

Do police training programs deliver the intended outcomes in terms of trainees' knowledge, skills, attitudes, and professional values at a Philippine regional training center?

Specific Research Questions

1. What is the level of attainment of police training outcomes in terms of trainees' knowledge and skills, as perceived by training staff?
2. What is the level of attainment of police training outcomes in terms of attitudes and professional habits and values among trainees, as perceived by training staff?
3. What is the overall level of attainment of police training outcomes across knowledge, skills, attitudes, and professional values?
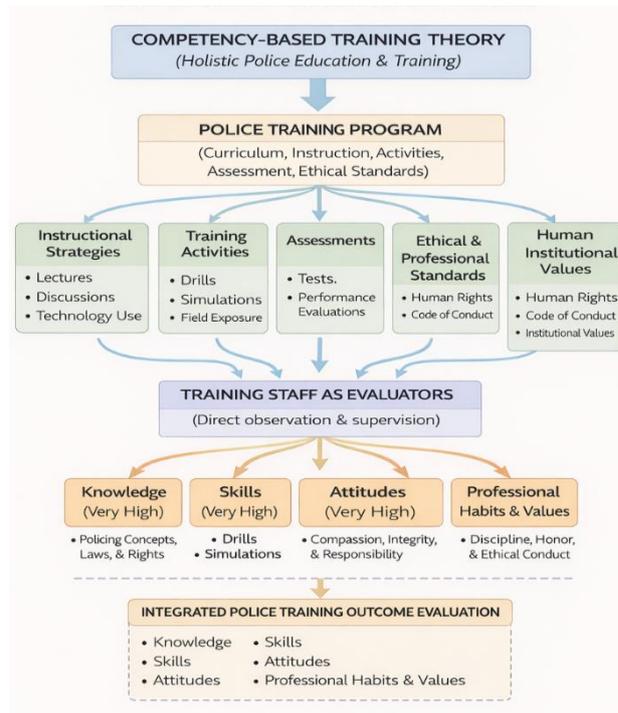
Framework of the study

Figure 1 Theoretical and Conceptual Framework of Police Training Outcome Evaluation

Figure 1 illustrates the theoretical and conceptual framework of the study, grounded in competency-based and holistic police training theories, which emphasize the development of multiple outcome domains to ensure effective law enforcement. The framework positions the police training program as the central structure through which instructional strategies, training activities, and ethical standards are implemented, reflecting international and local expectations for professional police education (Di Nota & Huhta, 2019; Kleygrewe et al., 2022). Consistent with holistic training models, the framework conceptualizes training outcomes as comprising four interrelated domains—knowledge, skills, attitudes, and professional habits and values—that collectively represent the intended results of police training (Williams et al., 2019; Staller et al., 2022a). The role of training staff is implicitly embedded in the framework as evaluators who directly observe and assess trainee performance across these domains, aligning the conceptual structure with the study's descriptive quantitative design and focusing on outcome attainment rather than causal inference.

METHODOLOGY

Research Design. This research utilized a descriptive quantitative approach to assess how effectively a police training program achieves its intended goals. This study focused on evaluating the program's effectiveness in four areas—knowledge, skills, attitudes, and professional habits and values—based on the perspectives of the training staff. A descriptive method was suitable because the study's objective was to measure levels of achievement rather than explore causal links or predictive outcomes.

Participants and Locale of the Study. The respondents consisted of fifteen (15) police training staff assigned to a Philippine regional police training center. Participants were selected through convenience sampling based on their availability and direct involvement in supervising and observing police trainees throughout the training program. All respondents had extensive experience in police training and were therefore considered capable of providing informed assessments of the trainee outcomes. The study was conducted within a training center that serves police trainees from diverse provincial and cultural backgrounds.

Research Instrument. Data were gathered using a researcher-developed structured questionnaire designed to measure the level of attainment of police training outcome. The instrument comprised four sections corresponding to the domains of knowledge, skills, attitudes, and professional habits and values. Responses were measured using a four-point Likert-type scale ranging from Not Attained (1) to Very Much Attained (4), with higher scores indicating higher perceived training outcome attainment.

Data Collection Procedure. Formal permission to conduct the study was obtained from the appropriate training authorities prior to the data collection. The purpose of the study was explained to all respondents, and informed consent was obtained. The researcher personally administered the questionnaires and collected them upon completion. Participation was voluntary, and the respondents were assured of anonymity and confidentiality throughout the process.

Data Analysis. The collected data were analyzed using descriptive statistical techniques, specifically the weighted mean, to determine the level of attainment for each training domain. Separate domain means were computed for knowledge and skills, attitudes and professional habits and values, as well as an overall mean reflecting general training effectiveness. The results were interpreted using predefined descriptive scale ranges to ensure consistency across all research questions.

Ethical Considerations. Ethical principles of research were strictly observed throughout the study. Participation was voluntary, informed consent was obtained, and the respondents' identities were protected. All data were treated with confidentiality and used solely for academic and research purposes.

RESULTS AND DISCUSSION

Table 1 presents the level of attainment of police training outcomes in terms of knowledge, as perceived by the training staff.

Indicators	Weighted Mean	Verbal Interpretation
A well-planned program of instruction is designed to address the needs of newly recruited trainees.	4.00	Very Much Attained
The program of instruction is delivered using various strategies and teaching methods.	4.00	Very Much Attained
Technological tools are used to enhance the understanding of lesson content.	3.80	Very Much Attained
Sufficient time was allotted for open question-and-answer discussions between the trainees and trainers.	4.00	Very Much Attained
Knowledge acquired in the classroom is reinforced through real-life policing scenarios.	4.00	Very Much Attained
Police functions are taught with an emphasis on the observance of human rights and respect for human dignity.	3.80	Very Much Attained
Police operational categories are taught by lecturers specializing in their respective fields.	3.90	Very Much Attained
Standardized examinations are regularly administered to monitor trainees' knowledge acquisition.	4.00	Very Much Attained
Constructive feedback is provided to trainees to support their knowledge development.	3.70	Very Much Attained
Collaborative activities and presentations are encouraged to promote a positive learning environment for trainees.	3.70	Very Much Attained
Area Mean	3.89	Very Much Attained

Legend: 1.00–1.75 = Not Attained; 1.76–2.50 = Partially Attained; 2.51–3.25 = Much Attained; 3.26–4.00 = Very Much Attained

The outcomes of police training, in terms of knowledge as perceived by the training staff, are reported to be highly successful, according to the data presented. Important factors such as a well-structured program designed for new recruits, the use of diverse teaching methods, ample time for interactive discussions, the application of classroom knowledge to real-world situations, and a focus on human rights in policing all received high weighted means ranging from 3.8 to 4.0, consistently interpreted as "Very Much Attained." Furthermore, the training is delivered by lecturers who specialize in specific police operational areas, with standardized exams regularly assessing knowledge acquisition and constructive feedback aiding in knowledge development. Collaborative activities and presentations are also promoted to enhance the learning environment. The overall mean area of 3.89 underscores the strong achievement of knowledge-related outcomes in police training. These results are consistent with broader research suggesting that effective police training should be well-organized, relevant, and utilize a variety of teaching methods to fully engage recruits and develop their skills (Staller et al., 2022a). Specifically, using real-life policing scenarios to reinforce classroom learning is supported as an effective approach to contextualize knowledge and enhance its practical application (Buhrig, 2023). Similarly, instructors' expertise in their operational fields ensures that the training content is accurate and credible, which is highly valued by police recruits (Staller et al., 2022a). The use of technology to enhance lesson comprehension, although slightly lower than other measures, was still rated very positively, aligning with modern training trends that emphasize technological tools to facilitate knowledge acquisition and scenario simulation (Kleygrewe et al., 2022). Regular standardized testing and constructive feedback help monitor and improve trainees' knowledge, paralleling the systematic approaches recommended in law enforcement training to maintain learning quality (Akca et al., 2021). The integration of human rights and respect for human dignity into police functions reflects the growing ethical focus in modern police training curricula, which is essential for aligning officers' knowledge with legal and societal standards (Staller et al., 2022a).

Table 2 Level of Attainment of Police Training Outcomes in Terms of Skills

Indicators	Weighted Mean	Verbal Interpretation
Communication skills were developed by encouraging trainee participation and presentations.	4.00	Very Much Attained
Activities designed to enhance trainees' planning and decision-making capabilities are regularly conducted in the training program.	4.00	Very Much Attained
Analytical skills are strengthened by exposure to real-life investigative situations.	4.00	Very Much Attained
Proper defensive positioning is emphasized in internal security operations.	3.70	Very Much Attained
Arrest procedures are taught through demonstrations of the duties and responsibilities of arresting officers.	3.70	Very Much Attained
Investigation procedures are practiced through the preparation of actual judicial affidavits and case documentation.	4.00	Very Much Attained
Police technical writing skills are enhanced by preparing various police reports.	4.00	Very Much Attained
Firearm handling during police operations is taught with an emphasis on proper discretion and safety.	3.90	Very Much Attained
Disaster preparedness and response skills are taught according to specific operational stages.	3.90	Very Much Attained
Resourcefulness during investigations is encouraged by emphasizing the legal limitations and procedural compliance.	3.90	Very Much Attained
Area Mean	3.87	Very Much Attained

Police training is effective in teaching skills, with an average score of 3.87. Trainees improved their communication skills through involvement and presentations, scoring a perfect 4.00. Planning and decision-making skills also received a score of 4.00 due to specific activities. Analytical skills improved with real-life scenarios, also scoring 4.00. Practical skills, such as defensive positioning and arrest procedures, scored 3.70, indicating good hands-on training. Writing skills for police reports and case documentation scored 4.00, indicating strong development in key areas. The firearm handling and disaster preparedness scores were 3.90, indicating comprehensive training. These results match research that says police training focuses on practical skills through real exercises. Training with real demonstrations helps officers to develop investigative skills (Kleygrewe et al., 2022). Improving communication skills through participation aligns with studies that state that social interaction training can change attitudes and behaviors (Mclean et al., 2020). Training in motor skills, such as defensive tactics and firearm use, is important for learning under stress (Di Nota & Huhta, 2019). Real-life situations help improve analytical skills, which are important for decision making (Di Nota & Huhta, 2019). Writing and reporting skills are crucial for effective police work (Kleygrewe et al., 2022).

Table 3 Level of Attainment of Police Training Outcomes in Terms of Attitudes

Indicators	Weighted Mean	Verbal Interpretation
Compassion is consistently encouraged toward both victims and suspects during training.	4.00	Very Much Attained
Respect for religious beliefs and cultural backgrounds was strongly observed.	4.00	Very Much Attained
Commitment to community service is developed through community exposure during training.	3.90	Very Much Attained
Perseverance is cultivated to prepare trainees for complex and critical investigation.	3.60	Very Much Attained
Respect for senior officers and training personnel is clearly demonstrated.	4.00	Very Much Attained
The spirit of volunteerism is actively practiced during the organization of training activities and programs in the Philippines.	4.00	Very Much Attained
Harmonious relationships among trainees are consistently promoted.	4.00	Very Much Attained
Conflicts are minimized by encouraging the use of appropriate communication channels to address concerns.	3.90	Very Much Attained
Trainees are encouraged to acknowledge and consider different or adverse opinions.	3.40	Very Much Attained
Professionalism in police conduct is upheld at all times during the training.	3.90	Very Much Attained
Area Mean	3.87	Very Much Attained

The police training staff believe that training is successful in shaping attitudes, with an average score of 3.87. The highest scores (4.00) were for encouraging compassion for victims and suspects, respecting religious and cultural differences, showing respect for senior officers and trainers, promoting volunteer work, and fostering good relationships among the trainees. Community service and conflict reduction through good communication scored 3.90. Perseverance in tough investigations (3.60), accepting different opinions (3.40), and professionalism (3.90) were also rated well but required more focus. Research shows that police training is key in shaping attitudes, although these can change due to social and personal factors. For example, one study found that recruits' views on offenders worsened by the end of training, showing the complexity of attitude changes (Cunha et al., 2021). Training that includes community exposure and restorative justice can improve attitudes towards community service, respect, and professionalism (Gavin & Macvean, 2018). Additionally, the culture and environment of the organization affect officers' views on community policing, which focuses on partnerships and problem-solving rather than strict law enforcement. Training programs should consider these broader factors to foster positive attitudes (Fenn & Bullock, 2021). The focus on compassion, respect for diversity, and volunteerism in training reflects modern policing values aimed at ethical and community-focused practice (Staller et al., 2022a).

Table 4 Level of Attainment of Police Training Outcomes in Terms of Professional Habits and Values

Indicators	Weighted Mean	Verbal Interpretation
Trainees memorize and internalize the PNPTI's vision and mission, including official creeds and hymns.	4.00	Very Much Attained
Trainees refrain from offering or soliciting, directly or indirectly, any gift, favor, entertainment, loan, or anything of value from training officers.	4.00	Very Much Attained
Trainees consistently maintain professional relationships with their training officers.	3.50	Very Much Attained
Trainees adhere to the provisions of the Republic Act No. 6713 (Code of Conduct and Ethical Standards for Public Officials and Employees), particularly those on simple living.	4.00	Very Much Attained
Trainees recognize the symbolic honor of the police uniform and behave accordingly.	4.00	Very Much Attained
Trainees are consistently present during formations, except when they are officially authorized to be absent.	4.00	Very Much Attained
Trainees comply with standard classroom courtesy and decorum at all times.	4.00	Very Much Attained
Trainees treat barracks or dormitories as their homes by maintaining cleanliness and tidiness.	4.00	Very Much Attained
Trainees strictly observe the designated rest periods (TAPS: Time for All Personnel to Sleep).	4.00	Very Much Attained
Trainees demonstrated positive performance during the surprise inspections.	3.50	Very Much Attained
Area Mean	3.75	Very Much Attained

The police training results show that trainees are learning professional habits and values well, with an average score of 3.75. Trainees scored a perfect 4.00 in areas such as understanding the institution's vision and mission, not giving or asking for gifts, following ethical standards, respecting the police uniform, attending formations, being polite in class, keeping barracks clean, and taking rest breaks. Building good relationships with training officers and doing well in surprise inspections scored slightly lower at 3.50 but remained positive. These results align with other studies that highlight the importance of professional values and ethics in police training. Developing professionalism means learning formal knowledge and understanding institutional values and codes of conduct. It involves ethical behavior and respect for symbols, such as the police uniform, which reinforce identity and responsibility (Williams et al., 2019). Police training often focuses on the institutional frameworks and cultures that shape these habits, even in environments with limited resources (Kleygrewe et al., 2022). The use of immersive technologies and simulated environments in training helps reinforce professional values by providing realistic scenarios for practice (Kent & Hughes, 2022; Potts et al., 2022). For example, body-worn camera footage is used as a feedback tool to help recruits learn and assess their professional conduct during force-use scenarios (Deck et al., 2024).

Table 5 Summary of the Level of Attainment of Police Training Outcomes

Training Domain	Weighted Mean	Verbal Interpretation
Knowledge	3.89	Very Much Attained
Skills	3.87	Very Much Attained
Attitudes	3.87	Very Much Attained
Professional Habits and Values	3.75	Very Much Attained
Grand Weighted Mean	3.84	Very Much Attained

Table 5 shows that the training staff considered police training to be very successful in all the main areas. The highest score was for Knowledge (3.89), followed by Skills and Attitudes (both at 3.87). Professional Habits and Values had a slightly lower score of 3.75. The overall average score was 3.84, indicating that the training was very effective. This success means that the training covers learning, skill building, attitude shaping, and teaching professional ethics. Research suggests that balanced training helps prepare skilled and ethical police officers (Kleygrewe et al., 2022; Staller et al., 2022a). Knowledge learning helps with job skills, while skill training prepares officers for real situations. Developing attitudes and professional habits ensures that officers follow ethical standards and serve the community, which is important today (Cunha et al., 2021; Williams et al., 2019). These findings show that effective police training creates officers who are ready to face modern law enforcement challenges with skill, integrity, and professionalism.

DISCUSSION

Figure 2. Result-Based Integrative Model of Police Training Outcomes

Here is the enhanced version with **Anselmo (2024)** seamlessly integrated and written in a stronger Scopus-level tone:

Figure 2 presents a result-based integrative model that synthesizes the study findings across the four police training outcome domains. The very high levels of attainment in knowledge ($\bar{x} = 3.89$) and skills ($\bar{x} = 3.87$), as shown in Tables 1 and 2, indicate that the training program effectively promotes both cognitive mastery and operational competence through structured instruction, simulations, and real-life policing

scenarios. These findings are consistent with competency-based police training frameworks that emphasize applied learning and performance-oriented development (Di Nota & Huhta, 2019; Kleygrewe et al., 2022). Similarly, the high attainment of attitudes ($\bar{x} = 3.87$) and professional habits and values ($\bar{x} = 3.75$), as reflected in Tables 3 and 4, demonstrates that the program extends beyond technical skill acquisition to cultivate ethical awareness, professionalism, respect for diversity, and adherence to institutional standards, aligning with research on professional identity formation in policing (Cunha et al., 2021; Williams et al., 2019).The grand weighted mean of 3.84 (Table 5) further reinforces the integrative structure illustrated in Figure 2, where knowledge, skills, attitudes, professional habits, and values operate as interdependent components of holistic police competence rather than as isolated domains. This multidimensional synthesis aligns with structured, outcome-based evaluation models in education that advocate for systematic measurement across cognitive, behavioral, and value-based domains to establish program effectiveness (Anselmo, 2024). By integrating these domains within a unified evaluation framework, the model reflects contemporary perspectives that emphasize context-sensitive and empirically grounded assessments of police training effectiveness, particularly from the perspective of training staff who directly observe and evaluate trainee performance (Staller et al., 2022a; Adewara et al., 2023).

CONCLUSION

This study examined whether a police training program delivered its intended outcomes in terms of trainees' knowledge, skills, attitudes, and professional habits and values at a Philippine regional training center, as perceived by the training staff. The findings indicate that the training program was highly effective across all four outcome domains, demonstrating a strong alignment with competency-based and holistic approaches to police education. The results show that the program successfully supported the development of cognitive understanding, operational skills, ethical awareness, professionalism, and adherence to institutional guidelines. These outcomes suggest that police training effectiveness is inherently multidimensional, requiring the integration of learning, performance, and value formation, rather than the isolated evaluation of individual domains. Overall, the study highlights the importance of outcome-based evaluations led by training staff in providing meaningful and evidence-informed insights into police training effectiveness and supports the use of integrative models to guide continuous improvement in police education and training programs.

RECOMMENDATION

Based on the findings and conclusions of this study, the following recommendations are proposed. First, police training institutions should continue to strengthen competency-based and practice-oriented instructional strategies, particularly those that integrate real-life scenarios, simulations, and reflective feedback, to sustain the high levels of knowledge and skill attainment observed in this study. Second, greater emphasis should be placed on reinforcing professional habits and values through continuous ethical reflection activities, mentoring, and values-based assessments, given that this domain obtained a slightly lower mean compared with the other outcomes. Third, training administrators should institutionalize regular, structured outcome evaluations involving training staff to ensure systematic monitoring of trainee development across cognitive, behavioral, and ethical domains. Fourth, future research may extend this study by including trainee self-assessments, longitudinal designs, or mixed-method approaches to examine the sustainability of training outcomes beyond the training period. Finally, policymakers and police education leaders may use the integrative model developed in this study as a guide for designing, evaluating, and refining police training programs that aim to produce competent, ethical, and community-oriented law enforcement professionals.

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