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Research Article

Assessment of Police Trainees' Satisfaction with the Public Safety Basic Recruit Course of The National Police Training Institute

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ABSTRACT

This study aimed to determine police trainees' satisfaction with the Public Safety Basic Recruit Course of the NPTI, and the significant difference in satisfaction between Criminology and non-criminology graduate police trainees. The study applied descriptive correlational research design and interviews using a self-made survey questionnaire for 218 respondents and prepared guided interview questions for five key informants from the graduating police trainees at NCRTC. The data obtained were collated, sorted, summarized, and subjected to statistical treatment methods. The result of the study revealed that police trainees were very satisfied with the Public Safety Basic Recruit Course. They greatly appreciated the quality of training program. However, facilities, equipment, and supplies needed attention and improvement. Interviews disclosed that despite high satisfaction, police trainees faced various challenges that dissatisfied them. These includes frequent shortages of water supplies, overcrowding of dormitories and classrooms, and insufficient faculty members. However, despite these, they remained optimistic that the training management can address it. Additionally, the study found that there was no significant difference in satisfaction between Criminology and non-criminology graduate police trainees. This suggests that both groups had similar levels of satisfaction, and highly appreciative with the training program.

To enhance further the satisfaction of police trainees, the NPTI should focus on improving facilities, equipment, and supplies, and address the specific concerns raised by the trainees. Furthermore, an action plan should be developed, outlining realistic, measurable, and time-bound plans, programs, and activities to address the concerns of police trainees.

Keywords: *NPTI Police Trainees, Police Trainees Satisfaction, Public Safety Basic Recruit Course*

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Introduction

Training is the method of helping an individual enhance his efficiency and effectiveness in the workplace by improving and updating his or her professional knowledge by creating abilities relevant to his or her job and cultivating suitable behavior and attitude towards the job and individuals. Training is specifically formal education in distinct ways. While education is primarily concerned with knowledge improvement, training is intended to increase understanding, stimulate attitude, and impart abilities linked to a particular job. It is a lifelong and ongoing method. Training is a time-bound activity program. Thus, there is a customized specialized discipline of trainers mixing in the field of human activity. Bharthvajan, R. & Fabiyola, K. (2019).

Past literature has highlighted several factors that contribute to job satisfaction and performance. For instance, Karavas (2010), Halkos & Bousinakis (2010), and Eyal & Roth (2011) emphasized that factors such as achievement, interpersonal relationships, recognition, work and responsibilities, policies and administration, physical working conditions, status, prestige and personal life influence job satisfaction and performance. Halkos & Bousinakis (2010), Bachtiar, Sudibjo, & Bernarto (2018) further explain that other factors such as the absence of incentives, commendations, promotions, salary increase, work tenure, fringe benefits, inadequate facilities, and equipment, and non-involvement in decision making within the institution are factors that could hinder teaching effectiveness. Abdurahman, (2020).

Many studies have predicted the relationship between job satisfaction and performance among teachers. For instance, Shila & Sevilla (2015), Maqbool (2017), Mirzaii, Riazi, Vares, & Alamgard (2014), Bachtiar, Sudibjo & Bernarto (2018) report that teachers job satisfaction is positively related to formalization in terms of general rules of teachers but negatively related to the centralization of decision making about curriculum and instruction. This implies that job satisfaction is an essential educational component of school effectiveness and job performance. Abdurahman (2020).

Meanwhile, police training is vital in providing the police with the right attitude,

knowledge, and skills to perform their duties and functions effectively and efficiently. Blumberg et al. (2019) highlighted that because of the complexities of modern policing, there is a need for law enforcement agencies to expand their training. Focusing only on law enforcement skills and other perishable skills such as arrest, defensive tactics, driving, and firearms use is insufficient. Psychological skills are also necessary for police officers to meet the modern challenges of law enforcement. According to Luong (2020), police training varies across different countries because of the diverse systems of government and law enforcement organizational structures. He further stated that police forces in some countries are state civil servants, such as Japan, the United States of America, and the Philippines. In contrast, other countries, such as France, Italy, Portugal, and Russia, are military. Despite differences in structures and management, all new police officers must undergo basic police training to acquire essential knowledge, skills, and attitudes to perform their duties and responsibilities.

In the Philippines, the National Police Training Institute handles mandatory and career service training for PNCOs. Under R.A. 6975, dated December 13, 1990, the Philippine National Police was created under a reorganized Department of the Interior and Local Government. The National Police Training Institute (NPTI) became a primary component of the Philippine Public Safety College (PPSC), with its headquarters at Camp Vicente Lim, Barangay Mayapa, Calamba City, Laguna. However, on April 12, 2019, through R.A. 11279, the management of the Philippine National Police Academy (PNPA) and the National Police Training Institute (NPTI) was transferred from the Philippine Public Safety College to the Philippine National Police. The NPTI envisioned to become the primary training ground for professionally competent, morally upright, and technically proficient Police Non-Commissioned Officers capable of working in close partnership with the responsive community to preserve peace, protect human rights, and maintain order with the end given improving the quality of people's lives (NPTI Website, 2020).

The National Police Training Institute is one of the National Administrative Support Units of

the Philippine National Police. Its primary task is to deliver essential and advanced training programs for PNCOs in the PNP, such as the Public Safety Basic Recruit Course (PSBRC), Public Safety Junior Leadership Course (PSJLC), Public Safety Senior Leadership Course (PSSLC), and Public Safety Officer Candidate Course (PSOCC). With 18 regional training centers strategically located across the country, the NPTI ensures that police trainees are equipped with the necessary attitude, skills, and knowledge to fulfill their duties to the community.

The police training program of NPTI comprises four domains: Training Management, Program of Instruction, Faculty Members, Facilities, Equipment, and Supplies. Training management refers to the systematic process of implementing training programs. The training center staff are responsible for managing and overseeing all aspects of the police training program, including close supervision of the day-to-day activities. The training staff manages the schedule of the training program to ensure that training requirements are completed in a timely and effective manner. The training director and the training staff are accountable for addressing the needs of the trainees and providing support to ensure optimal learning outcomes for the police trainees. According to Suryaman et al. (2020), training management begins by recognizing the importance of improving employees' abilities to meet organizational demands, effectively carry out assigned tasks, and successfully implement training content, methods, approaches, curriculum, instructional media, and evaluation systems.

Program of Instruction or the Curriculum is another domain of police training programs. It encompasses all the subjects and is commonly called the National Police Training Institute's Program of Instruction. The curriculum influences the quality of the training program provided by the school. The topics the faculty members teach are based on the approved Program of Instruction by the NPTI Academic Board. The Massachusetts Department of Elementary and Secondary Education (2019) elaborated that the curriculum refers to the anticipated knowledge and skills students are expected to acquire throughout the course. The

platform encompasses various components essential for effective learning, such as instructional units, lessons delivered by educators, assignments and projects, recommended reading materials, supplementary resources like videos, assessments, tests, and other evaluation instruments designed to measure learning outcomes.

The third domain of police training is the Faculty Members. These esteemed professionals possess extensive knowledge, expertise, and experience in the subject matter being taught. The transfer of knowledge and skills became possible because of the faculty members. The study by Gupta (2021) highlighted the significant influence of faculty members in shaping students' behavior and equipping them with the necessary competencies to navigate the challenges of both work and life effectively. They provide guidance and assistance to students to help them uncover their potential and leverage their skills in making informed decisions regarding their career choices. The performance of faculty members has a substantial influence not only on their students but also on the parents of the students, employers, and the institutions they are affiliated with.

The last domain of the police training program is the Facilities, Equipment, and Supplies. The National Police Training Institute provides trainees access to training facilities, equipment, and supplies. Since the funds come from the national government. The police trainees are accommodated in the dormitories during their training. They are provided essential amenities such as a bed, pillow, and blanket. Trainees can access various facilities and resources such as classrooms, sports facilities, library, and other amenities. They are provided with educational resources and essential equipment, including a computer, projector, police investigative tools, and other requisite materials during classroom instructions. Supplies such as water, electricity, ammunition, and cleaning materials are also provided to them for free. It is believed that the efficacy of well-maintained school facilities and the quality of instruction provided by teachers play a crucial role in facilitating students' career success. However, due to financial limitations and the expenses associated with school

personnel, facilities are frequently compromised and given low priority (Andrews, 2019).

Former Senator Panfilo Lacson posited that transferring the responsibility of police training from the Philippine Public Safety College (PPSC) to the Philippine National Police (PNP) could potentially address the purported issues of corruption and misconduct exhibited by certain police officers in previous instances (Romero, 2019). Based on the PNP website dated April 18, 2022, Due to the massive PNP internal cleansing program, over 5,000 errant cops were dismissed from PNP service because of grave offenses (from July 2016 to March 2022). The effort of the PNP is commendable for cleaning their ranks, but the public questions why many police officers are involved.

Human behavior is multi-faceted and influenced by many factors. According to Dhiman (2023), social environment, also known as social interaction or relationship with others in the community, plays a significant role in people's attitudes, behaviors, beliefs, and values. This includes friends, family, education, culture, religion, media, and community. Therefore, training or education plays a vital role in developing human personality. The National Police Training Institute, as the training school for Police Non-Commissioned Officers of the PNP, must consistently improve the quality of its training program to highly produce disciplined, competent, and professional police officers responsive to the rapidly evolving landscape of policing and public safety.

Quality police training has an impact on their job performance. One of the ways to determine the quality of training is to ask the police trainees about their experiences during their training. As stated by Deller (2022), a method for assessing the efficacy of the training course is to administer surveys to its participants. It is the most straightforward and efficient method to determine if learning has occurred while also being mindful of time and cost considerations. To assess the effectiveness and benefits of the training program for students, the feedback provided by students serves as a valuable source of information for schools and training institutions. Surveys measuring student satisfaction can provide valuable data for evaluating the quality of the

training program. The study of Inayat and Khan (2021) revealed a positive correlation between job satisfaction and employee performance. Hence, it was observed that the employees who expressed satisfaction exhibited superior performance compared to their dissatisfied counterparts.

Sutherland and Anderson. (2019) uncovered various influential factors that impact students' overall satisfaction. The primary factors contributing to student satisfaction are the efficacy of lectures and seminars, the direct engagement between students and teachers, and the amount of teacher contact time. Subsequently, the module was integrated with other components of the course. Evaluating the efficacy of online materials support and the suitability of summative assignments were also considered. The primary factor contributing to dissatisfaction among students was the challenging nature of the modules. This has led to concerns about the excessive use of Module Evaluation Questionnaires to simplify the higher education processes.

According to the article of Gasparini (2020), the prior degree in Criminal Justice of police trainees provided the recruits with prior knowledge and good academic foundations in criminal justice and law enforcement. It lessens the academic burden on the recruits during their time in the police academy. She also consistently received feedback from criminal justice program graduates, expressing their gratitude for the solid foundation and knowledge they acquired before attending the police academy. Their background in Criminology provided them with a foundation in law enforcement topics during their police academy training. This enabled them to allocate more attention to other academic and non-academic subjects, enhancing their overall satisfaction and academic performance.

Moreover, according to the research conducted by Kerzic et al. (2021) on academic student satisfaction and perceived performance in the e-learning environment during the COVID-19 pandemic, findings from ten countries indicate a significant correlation between students' perceived performance and their satisfaction with the quality of e-learning. The quality of e-learning is influenced by various factors,

including service quality encompassing administrative, technical, and learning assistance. Additionally, the active involvement of teachers in the online education process plays a crucial role. Furthermore, the overall system of quality is determined by the mode of I.T. delivery and the I.T. infrastructure in place. Nevertheless, the study conducted by the researcher possesses certain limitations due to the utilization of convenience sampling, thereby restricting its generalizability. The participants were sourced from a diverse range of 10 European countries, each with distinct and unique characteristics.

This finding is supported by a study conducted by Kostagiolas et al. (2019), which demonstrated that a combination of study satisfaction and a sense of self-efficacy can serve as crucial mechanisms for enhancing students' academic performance. This study can provide valuable insights for researchers and institutions seeking to comprehend the significant impact of academic program satisfaction on academic self-efficacy and performance. Given the current trend in learning analytics, there is a significant opportunity to invest in academic information to enhance students' experience and performance.

This is also in line with the research conducted by Inayat and Khan (2021). The study revealed a positive correlation between job satisfaction and employee performance. Hence, employees who expressed satisfaction exhibited superior performance to their dissatisfied counterparts. Therefore, every organization must prioritize the motivation and satisfaction of their employees to attain enhanced performance levels.

In Parole and Probation Administration, the study of Virtudazo and Dausan (2021) determined the clients' satisfaction and assessment of the Therapeutic Community Modality Program rendered in the National Capital Region. It was revealed that the T.C. clients were satisfied with the Therapeutic Community Modality Program in all of the dimensions being assessed; however, there are indicators of clients' satisfaction that obtained the lowest weighted mean that need to be addressed. In behavior management, T.C. implementers must reinforce community values and emphasize organizational structure.

Moreover, the T.C. implementers must pay preferential attention to applying the mandatory daily activities and meetings program. Regarding the intellectual and spiritual aspects, educational activities such as seminars on particular topics and academic training must be intensified with a focus on group activities that counter negative behavior and reinforce community values. On vocational and survival aspects, the T.C. program must incorporate vocational and livelihood training.

Furthermore, clients must be taught to control their actions and release them appropriately. Regarding emotional and psychological aspects, T.C. clients must be encouraged to 'act as if' to develop a more positive attitude. In addition, self-help techniques must be inculcated throughout the program and accelerated before the clients' re-entry into the community.

There is substantial research on student satisfaction in different fields. However, there needs to be research examining the differences in satisfaction between police trainees with a Criminology degree and police trainees with other degrees. Criminology graduates constitute the primary pool of candidates for recruitment as police officers in the Philippine National Police (PNP). Nevertheless, the PNP also considers applications from individuals holding degrees in other fields. Despite the diverse educational backgrounds of police trainees, they undergo the same police training course to be accepted as Police Non-Commissioned Officers in the PNP.

The role of NPTI in developing disciplined and competent police non-commissioned officers is vital in ensuring public safety and peace and order. Improving the quality of police training to be responsive to the present demands of law enforcement should be prioritized. This study will help the NPTI identify the strengths, weaknesses, and training gaps necessary to improve the quality of their training programs. This will not only improve police trainees' satisfaction but will also maximize their learning experiences. With highly disciplined and competent police officers on the street, the community can be assured of a safer and more enjoyable place to live. Laws and regulations can be adequately and reasonably

implemented, and incidents of abuse can be avoided.

Ultimately, this study aims to assess the quality of the training program through the satisfaction of police trainees. It will provide valuable insights into the National Police Training Institute and comprehensively understand the current training programs being implemented. It further allows for identifying existing strengths, weaknesses, and gaps. By recognizing these gaps, the institution can explore potential solutions to bridge those gaps and enhance the overall quality of the NPTI training programs. A more student-centered training approach can be strategically developed to align with the community-oriented policing principle. Developing more disciplined and competent police non-commissioned officers will provide high-quality police service to meet the community's needs.

This study aims to assess the level of satisfaction of police trainees with the Basic Recruit Course of the National Police Training Institute.

Specifically, it answers the following questions:

1. What is the profile of the respondents according to Educational Background (Criminology and non-criminology Graduate)?
2. What is the level of satisfaction of police trainees of NPTI undergoing the Public Safety Basic Recruit Course at the National Capital Region Training Center with:
 - 2.1 Training Management,
 - 2.2 Program of Instruction (Curriculum),
 - 2.3 Faculty Members, and
 - 2.4 Facilities, Equipment, and Supplies?
3. Is there a significant difference in the level of satisfaction between Criminology graduate and non-Criminology graduate police trainees?

Theoretical Framework

This study is based on Frederick Herzberg's two-factor theory, the motivation-hygiene theory. The theory is an essential framework for understanding motivation and job satisfaction. According to his theoretical framework, job satisfaction and organizational performance are influenced by two key factors. An individual can be considered a satisfier or motivator when their level of satisfaction has been sufficiently

met. The other factor is known as the dissatisfier or hygiene factor. Motivators are primarily intrinsic factors that the students' control, whereas hygiene factors are extrinsic factors that can lead to dissatisfaction when lacking (Shukla et al., 2020). Herzberg's theory is closely associated with Maslow's hierarchy of needs, which addresses an individual's fundamental psychological and self-actualization requirements. Kurt's (2021) discovery has highlighted the absence of a linear correlation between intrinsic and extrinsic needs.

Herzberg's Motivator-Hygiene theory is prevalent in job satisfaction in the workplace. It has been around for many decades, measuring individuals' motivation to achieve their job performance. However, more studies are needed on applying Herzberg's two-factor theory in education or training settings to identify motivator and hygiene factors. In the study of Ibrahim et al. (2023), his findings disclosed that motivator and hygiene factors from Herzberg's Two-Factor Theory can be applied in a learning institution. Teachers and curriculum writers must design course works, authentic lesson plans, meaningful classroom activities, and relatable tests to motivate students in language classrooms.

In the context of this study, assessing trainees' satisfaction is crucial for determining the effectiveness of the training program and optimizing the educational experience for police trainees. Assessing the satisfaction levels across the four domains of the police training program will enable the NPTI to gain a comprehensive insight into the training's actual state. This study will aid in identifying both the strengths and weaknesses of the program, allowing targeted improvement and enhancement. Numerous studies have established that the level of satisfaction is indicative of the quality of training. Gaining insight into student satisfaction is crucial to enhance training services and providing optimal learning experiences that maximize student's fulfillment and full potential. The satisfaction reflects the quality of the training program, which is necessary to equip police trainees with the knowledge, skills, and attitude to carry out their duties and responsibilities as law enforcement officers.

The study of Abanilla (2024) showed that the need for a structured and comprehensive training program tailored to address the identified competency gaps was underscored. The program is essential for enhancing the capabilities of maritime criminal law enforcement. The research advocated for integrating theoretical knowledge with practical application through continuous education and training, emphasizing the importance of developing a skilled workforce capable of adapting to the challenges of maritime law enforcement. The findings serve as a strategic guide for the PCG to enhance personnel management, operational efficiency, and stakeholder trust, ultimately contributing to the nation's maritime security framework.

Conceptual Framework

This section discusses the research structure and depicts the research design and the relationship of variables to provide direction to

the study. This study will determine the level of satisfaction or dissatisfaction of police trainees with the quality of the Public Safety Basic Recruit Course taken based on the four domains of police training, such as Training Management, Program of Instruction/Curriculum, Faculty Members and Facilities, Equipment, and Supplies.

The respondents were grouped into two groups, Criminology and non-criminology graduate police trainees, to determine if there was a significant difference in the level of satisfaction or dissatisfaction between the two groups. The findings in this study can assist the NPTI in developing policies, programs, and interventions to improve the quality of police training programs so that police trainees' satisfaction can be enhanced to maximize academic performance and learning experiences. It will also provide an understanding of the relationship between educational background and the police trainees' satisfaction.

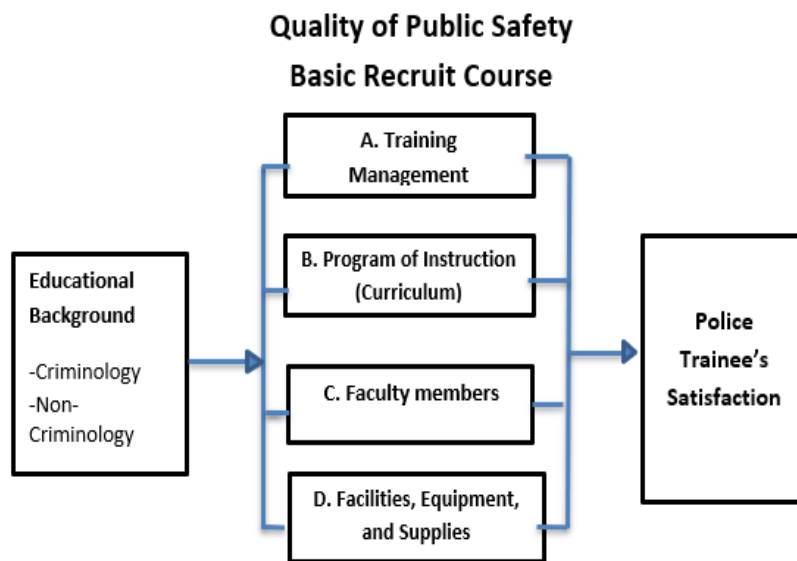


Figure 1. Conceptual Framework of the Study

Methods

The study employs a robust descriptive correlational research design, utilizing both quantitative (survey questionnaires) and qualitative (interviews with key informants) methods. This comprehensive approach ensures the validity of the results, as the qualitative data from the interviews serves to validate the quantitative data being analyzed.

A self-made survey questionnaire was used to gather data on graduating police trainees who had undergone the Public Safety Basic Recruit Course to assess their level of satisfaction with the training program provided by the National Police Training Institute.

Interviews with selected key informants, not included as respondents, were also

conducted to gain an in-depth understanding of the behavior and the survey's results.

Population and Sampling Technique

The study's respondents were the graduating police trainees of PSBRC of NPTI at the National Capital Region Training Center (NCRTC) at Camp Bagong Diwa Bicutan Taguig City. The study was participated in by 218 trainees, who represented the population of

503 students from 11 classes of PSBRC for CY 2022. A valid sample size was generated using the Qualtrics online sample generator, and a stratified simple random sampling technique was applied to choose respondents to ensure a proportional distribution between Criminology and non-criminology graduates and police trainees. Everyone has an equal chance to participate in the study.

Table 1. Respondents Profile of NPTI, NCRTC PSBRC Batch 2022 Police Trainees

Educational background	Population	Sample Size	%
Criminology	380	165	75.69
Non-Criminology	123	53	24.31
Total	503	218	100

Research Locale

This study was conducted on selected graduating police trainees of the National Police Training Institute who underwent PSBRC at the National Capital Region Training Center located at Camp Bagong Diwa Taguig City. Police trainees in the NCRTC are PNCOs who will be deployed in the different cities of the National Capital Region covering Manila Police District, Eastern Police District, Northern Police District, Southern Police District, and Quezon City Police District.

Research Instrument

A self-made questionnaire was used as an instrument to assess the level of satisfaction of police trainees. The respondents rated their satisfaction in the four domains of the PSBRC police training program: (1) Training Management, (2) Program of Instruction, (3) Faculty Members, (4) Facilities, Equipment, and Supplies. 5 Point Likert Scale was used to rate the level of satisfaction with one as the lowest with verbal interpretation of very dissatisfied and five as the highest with verbal interpretation of highly satisfied.

Table 2. Rating Scale for Student Satisfaction Feedback

Scale	Weighted Points	Verbal Interpretation	Descriptions
5	4.20 - 5.00	Very Satisfied (VS)	Police trainee is highly satisfied with the topnotch quality of training program provided by the NPTI.
4	3.40 - 4.19	Satisfied (S)	Police trainee is satisfied with the good quality of training program provided by NPTI.
3	2.60 - 3.39	Moderately Satisfied (MS)	Police trainee is somewhat satisfied but there is a need to improve in some parts of the training program.
2	1.80 - 2.59	Dissatisfied (D)	Police trainee is not contented in the quality of training program and there is a need for major improvement in the quality of training program.
1	1.00 - 1.79	Very Dissatisfied (VD)	Police trainee is so much disappointed, and the quality of training is very poor. The program needs complete overhaul or change.

Result and Discussion

This section presents the profile variables and the level of trainees' satisfaction with the PSBRC of the NPTI. The study is anchored on Frederick Herzberg's two-factor theory, a significant framework for understanding motivation and job satisfaction in the context of police training.

The Public Safety Basic Recruit Course of the National Police Training Institute is a comprehensive training program designed to equip police trainees with the necessary skills and knowledge to perform their duties effectively.

It covers a wide range of topics including law enforcement, public safety, and community policing.

Profile of Police Trainees

The study's respondents were police trainees of NPTI who were taking PSBRC at the National Capital Region Training Center (NCRTC) located at Camp Bagong Diwa Bicutan Taguig City. 218 police trainees were the respondents, representing the total population of 503 police trainees from the 11 Classes of PSBRC for CY 2022.

Table 3. Profile of the Respondents

Profile	Frequency	Mean	SD	Percentage
Age		26.73	2.10	
Educational Background				
Criminology	165			76.0
Non-Criminology	53			24

Table 3 presents the profile of the police trainees. Regarding educational background, Criminology graduates (f=165, %=76.0) and about 24% (f=53) are non-criminology graduates.

The majority of police trainees in the study were Criminology graduates. This is significant as they are the priority in the recruitment of the PNP because of the alignment of the course to police work. The high proportion of Criminology graduates among the respondents reflects the focus of the study on those who are most likely to pursue a career in law enforcement.

Level of Satisfaction of Police Trainees

In the context of this study, assessing trainees' satisfaction is crucial in determining the effectiveness of the training program and optimizing the educational experience. The ten items generated a Cronbach's alpha of 0.92 (mean=4.58, SD=0.51), which marked very high reliability or inter-item consistency as indicated in Table 4 is the rating gained in the domain of Training Management ($\mu=4.58$, $SD=0.51$) that confirmed very satisfied (VS) trainees. The program for police trainees provided above-average quality or high-caliber police training.

Table 4. Level of Satisfaction with Training Management

Items	Mean	SD	VI
1. Ensured the safety and security of police trainees.	4.83	0.46	VS
2. Embraced Gender Awareness and Development (GAD) and cultural sensitivity.	4.79	0.49	VS
3. Safeguarded police trainees against any form of maltreatment and sexual abuse.	4.75	0.60	VS
4. Strictly imposed the rules and regulations of the Training Center.	4.66	0.60	VS
5. Exhibited right attitude, competency, and professionalism in handling the training program.	4.61	0.67	VS
6. Supported and assisted the police trainees whenever they needed it.	4.60	0.67	VS
7. Training staff demonstrated as role models to their police trainees.	4.52	0.83	VS
8. Ensured smooth flow and timely delivery of the training program.	4.50	0.67	VS
9. Assisted the police trainees to have a quality third party service provider.	4.37	0.76	VS
10. Implemented transparency and fairness in dealing with trainees.	4.13	1.05	S
Total	4.58	0.51	VS

Specifically, item 4 (Ensured the safety and security of police trainees.) yielded a mean score of 4.83 (SD=0.46), which indicates that the trainees were very satisfied. The respondents strongly believed they had been taken care of and assured protection and well-being while in the training.

Meanwhile, item 5 (Implemented transparency and fairness in dealing with trainees) landed a mean=4.13 (SD=1.05), which only gained a satisfactory rating. Police trainees had issues with transparency and fairness, which can generate doubt about the staff's fairness and transparency in managing police training and dealing with them.

This is consistent with the study of Bladt et al. (2022) on medical student perception of changes in assessments implemented during the COVID-19 pandemic. It revealed that perceived fairness and standard isolation of test-taking conditions were ranked as the most important factors influencing student satisfaction.

In contrast, technical issues, lack of transparency about the changes, perceived unfairness around invigilation, and uncertainty around changes in assessment contribute to dissatisfaction.

The result shows a high level of satisfaction among the police trainees with the training management, reflecting the high level of professionalism and commitment of the training staff in ensuring the training program is delivered properly. However, transparency and fairness need to be strengthened to remove doubts and increase the trust and confidence of police trainees in the capability of the training staff to implement the training program effectively and efficiently.

Looking at the evaluated value of the ten items using Cronbach's alpha of 0.95 (mean=4.68, SD=0.51), which marked very high reliability or inter-item consistency as indicated.

Table 5. Level of Satisfaction with Program Instruction/Curriculum

Items	Mean	SD	VI
1. POI contains subjects that built my integrity and right conduct.	4.76	0.50	VS
2. Provided knowledge, skills and right attitude on police administration, operation, investigation, and community relation.	4.73	0.53	VS
3. Prepared my mind and body in the rigor of police service.	4.73	0.52	VS
4. POI developed my confidence and leadership skills.	4.71	0.53	VS
5. Updated and relevant subjects in the Program of Instruction.	4.69	0.52	VS
6. Responsive Program of Instruction.	4.67	0.57	VS
7. Clear and easy to understand the learning objectives.	4.66	0.55	VS
8. Sufficient content of Program of Instruction.	4.65	0.56	VS
9. Assessment of activities to measure the level of learning of trainees.	4.65	0.60	VS
10. Enough time allotted for every subject.	4.53	0.73	VS
Total	4.68	0.46	VS

Table 5 shows the scores obtained in the domain of Program Instructions ($\mu=4.68$, $SD=0.46$), which confirmed very satisfied (VS) as the police trainees' feedback. The NPTI provides a responsive Program of Instruction or Curriculum to achieve the optimum learning experience.

There are two items generated at the top of the list, namely item 9 (Provided knowledge, skills, and right attitude on police administration, operation, investigation, and community relation.) with a mean score of 4.73 (SD=0.53) as well as item 10 (Prepared my mind and body

in the rigor of police service.) with a mean score of 4.73 (SD=0.52). Both depict extremely acceptable evaluations of very satisfied. The respondents strongly believed that police trainees were taken care of and assured protection and well-being while in the training.

On the other hand, item 3 (Enough time allotted in every subject) yielded the lowest score among the ten items, with a mean of 4.53 (SD=0.73), but it still gained a very satisfactory rating.

The result shows a very satisfied rating of police trainees in the Instruction Program.

Generally, police trainees consider the course content effective in providing the proper knowledge, skills, and attitude to prepare them for the demands of police service. Gopal et al. (2021) said that the course content needs to be designed effectively so students can easily understand the content free of problems and confusing thoughts. This will lead to student satisfaction and better student performance during their exams. If the course is challenging to deliver, especially during practical exercises, instructors should devise creative ways to give it to the students.

Enough time allocated for lectures, practical exercises, and assessments is vital for police trainees to learn by doing and improve their academic performance. Further, the environment is fast-evolving, so regular evaluation of course content is necessary to keep up with the trends in the field of law enforcement and public safety.

Observing the items' values using Cronbach's alpha of 0.94 (mean=4.67, SD=0.43) depicts high reliability or inter-item consistency, as indicated.

Table 6. Level of Satisfaction with Faculty Members

Items	Mean	SD	VI
1. Gave equal opportunities for the trainees to participate and share their ideas to the class.	4.74	0.55	VS
2. Showed competency and expertise in teaching the assigned topic.	4.72	0.49	VS
3. Showed enthusiasm and dedication in teaching.	4.70	0.50	VS
4. Used different teaching methodologies in keeping the trainees attentive and participative.	4.67	0.57	VS
5. Demonstrated good communication skills and clear delivery of the topic.	4.67	0.54	VS
6. Showed fairness and transparency in giving of grades.	4.67	0.54	VS
7. Extended assistance to the trainees that needed extra instruction and help.	4.67	0.53	VS
8. Maintained classroom discipline and decorum.	4.66	0.52	VS
9. Used academic and non-academic time wisely.	4.63	0.62	VS
10. Provided reference and lecture materials for the trainees.	4.55	0.71	VS
Total	4.67	0.43	VS

Indicated in Table 6 is the result of items describing the students' satisfaction under the domain of Faculty Member ($\mu=4.67$, $SD=0.43$) that set a delighted (VS) rating. Police trainees, under the tutelage of their police instructors, have high regard that they will learn and can reach their full potential because of the acquired knowledge, skills, and attitudes shared by their instructors.

Item 10 (Gave equal opportunities for the trainees to participate and share their ideas with the class.) yielded the top of the list with a mean score of 4.74 ($SD=0.55$). Hence, the police trainees attested very satisfactorily. The police trainees firmly credited their police instructors, who unselfishly shared their ideas and became an avenue for equal opportunities to learn and hone their skills in class.

However, item 8 (Provided reference and lecture materials for the trainees.) produced the minimum score (mean=4.55, $SD=0.71$)

among the items under the faculty members, but still with very satisfied verbal interpretation. Though the verbal interpretation is very satisfactory, police trainees still believed in the significance of giving reference and lecture materials of the instructors to their trainees as reviewers and reference materials for their assessments and examinations.

The faculty denotes strong results in the level of satisfaction, with most police trainees agreeing that they were delighted with the caliber of professors and instructors. The role of faculty is vital to ensure that the needed attitude, knowledge, and skills can be transferred to the police trainees. According to Kanwar and Sanjeeva (2022), the student satisfaction survey is a key to quality improvement in higher education. They highlighted the quality of teachers as one of the significant contributors to student satisfaction. They stressed that the quality of teachers in imparting the

curriculum, giving extra inputs, and maximizing the use of the library can provide valuable insights and contribute to student satisfaction.

A famous saying is, "You cannot give what you don't have." The quality of students relies on the quality of the faculty members' teaching. Establishing a pool of quality instructors requires hard work, initiative, and resources.

High-caliber faculty members should be recruited and convinced to stay long at the school to share their expertise and experience with their students.

Observing the items' values using Cronbach's alpha of 0.75 (mean=4.37, SD=0.72) emphasized acceptable reliability or inter-item consistency, as indicated.

Table 7. Level of Satisfaction with Facilities Equipment and Supplies

Items	Mean	SD	VI
1.Training center provided a safe and secure training environment.	4.75	0.49	VS
2.Training center has a library for research and additional readings, and reference materials.	4.61	0.65	VS
3.Training center provided clean restrooms, mess hall and sports facilities.	4.49	0.73	VS
4.Training center provided sufficient supplies such as water, and electricity.	4.47	0.77	VS
5. Training center provided enough space for medical and dental services.	4.46	3.51	VS
6.Training center provided training supplies such as ammunition, cleaning materials, mattress foam etc.	4.42	0.83	VS
7. Classrooms were conducive for learning (enough space, well-lighted, well-ventilated, and clean).	4.40	0.80	VS
8. Training center provided adequate training equipment such as projector, computer, bunk bed, locker etc.	4.35	0.95	VS
9. Dormitories had enough space and were well maintained to comfortably accommodate the police trainees.	4.26	0.89	VS
10. Training center provided good internet access for the police trainees.	3.49	1.42	S
Total	4.37	0.72	VS

Table 7 indicates the results of items unfolding the police students' satisfaction under Facilities, Equipment, and Supplies ($\mu=4.37$, $SD=0.72$), which stated very satisfied (VS). Police trainees desire to have a global standard in facilities, equipment, and supplies to be trained well to serve the best community. The police trainees maximize learning to be responsive to the demands of their jobs. Their satisfaction stems from the quality of the materials and resources quickly available for their reach and use.

Item 3 (Training center provided a safe and secure training environment.) generated the top of the list in this domain with a mean score of 4.75 ($SD=0.49$), allowing police trainees to attest very satisfactorily. They strongly affirmed that the training center provided a safe and secure premise to explore and grow as police trainees under the NPTI training program.

Nevertheless, item 4 (Training center provided internet access for the police trainees.) exhibited the minimum score (mean=3.49,

$SD=1.42$) or satisfactory only. True to their assessment, the trainees highlighted below the usual high average score. It is essential to aid learning because of the vast sources available online.

The result shows that police trainees were very satisfied with the training center's facilities, equipment, and supplies. Despite limited resources, the NPTI delivered the necessary facilities, equipment, and training supplies for the police trainees to finish the course successfully. However, among the four domains of PSBRC, the latter got the lowest satisfaction rating, which means there is much room for improvement. The lowest rating for the internet connection shows the need for an upgrade, as the internet is necessary for this generation's learning and training.

The study by Han et al. (2019) highlighted how the physical classroom environment affects student satisfaction. The quality of air, odor, noise, and equipment/amenities are essential physical classroom environments that

affect students' attitudes, perceived quality, and satisfaction. Since PSBRC is face-to-face and in-house, good condition of dormitories, cleanliness of comfort rooms, safety of students, uninterrupted supplies of water and electricity, and other amenities necessary for police training are among the services expected to be provided by the training center.

Since digitalization is inevitable, good access to the internet is now necessary. It should be provided to police trainees to maximize their learning experiences. In the study of Dinh and Nguyen (2020) on students' satisfaction with online education in Vietnam, the level of satisfaction was significantly higher with face-to-face teaching than with online teaching because students faced multiple problems with their participation in online courses due to the quality of their internet access.

In addition to quantitative data, a qualitative approach was also explored. The qualitative analysis provided in-depth insight and context that complemented the quantitative results in the satisfaction of police trainees. A key informant Interview (KII) was conducted with selected police trainees holding leadership positions and regular members of the class.

Through this interview, the researcher identified what part/s of the training program the police trainees are satisfied with and why they are satisfied. All five key informants revealed they were confident with the training program because of the learning they gained and the memorable experiences and for preparing them well for their future duties and responsibilities. They also expressed that the police training program transformed them into better people. Key informant 1 conveyed his satisfaction with how the training staff managed the training program. He was highly appreciative of the professionalism and competency of the training staff in handling the training program to ensure its success despite many challenges. For key informants 3, the camaraderie developed during the Internal Security Operation Training Phase is remarkable and unforgettable. Despite individual differences

and cultural diversity, they were able to learn to be respectful and work together to accomplish the assigned tasks given to them.

Though they were generally delighted with how the training program was conducted, they wanted to be more confident with some parts of the program. Key informants 2 and 3 revealed they wanted more than the frequent water shortage during their training. Since police trainees stayed in the dormitories, frequent water supply interruptions made them uncomfortable and disappointing. Furthermore, key informants 1,4 and 5 felt uneasy because of the overcrowded dormitories and classrooms. The number of trainees exceeded the allowable capacity of the dormitories and classrooms. In addition, the insufficient number of faculty members affected the training school schedule. It pushed them to have joint or delayed classes, resulting in the late completion of the training program.

However, all key informants were hopeful that the problems and challenges they shared could be addressed immediately by the NPTI so that the present and future police trainees could be prepared for the benefit of the present and future trainees.

Disparities of the Level of Satisfaction Between Criminology and Non-Criminology Graduates Police Trainees.

Certain assumptions must be met to ensure the validity of the two-sample independent t-test. The research tried to satisfy these assumptions, including the Normality Test (Shapiro-Wilk) and Homogeneity (Levene's Test). However, the normality assumption was not met in all areas, specifically in Training Management ($W=0.82$, $p<.001$), Program of Instruction (Curriculum) ($W=0.76$, $p<.001$), Faculty members ($W=0.79$, $p<.001$), Facilities, Equipment, and Supplies ($W=0.83$, $p<.001$), and Overall Satisfaction ($W=0.89$, $p<.001$). Consequently, the statistical analysis was conducted using non-parametric measures, specifically Welch's test and Mann-Whitney U, to ensure the robustness of the results.

Table 8. Disparity of Satisfaction (Training Management) between Criminology and Non-Criminology Police Trainees

Group	N	Mean	SD	df	Stat	p	Effect Size	Decision
Crim	165	4.56	0.52					
Other	53	4.64	0.49					
t-test				216.00	-0.96	0.336	-0.15	NS
Welch's test				93.24	-1.00	0.321	-0.15	NS
Mann-Whitney U					4024.00	0.374	0.08	NS

Legend: S (Significant); NS (Not Significant)

Table 8 presents the satisfaction with training management, comparing criminology graduates ($\mu_1=4.56$, $SD_1=0.52$) and non-criminology graduates ($\mu_2=4.64$, $SD_2=0.49$). The Mann-Whitney U test yielded a value of 4024.00, a p-value of 0.374, and an effect size ($r^2=.08$), indicating no significant difference between the two groups. This result, in line with the Mann-Whitney U test, led to the acceptance of the null hypothesis, reinforcing the research's commitment to scientific rigor.

The expected difference between the Criminology and non-criminology graduate police trainees entails that both conversed their scores as very satisfactory, as evident in the mean scores. This parallel result signifies that

both are highly valued and have seen remarkable growth in the program for providing above-average quality or high-caliber police training. The study of Dapitan et al. (2023) revealed that police trainees expressed that there is equal treatment during their basic training regardless of educational background. They further elaborated that they did not experience discrimination being a graduate of other disciplines. This experience might be the same as that of the respondents of this study, and the reason is that both Criminology and non-criminology police trainees are similar and highly appreciative of their management of the police training program.

Table 9. Disparity of Satisfaction (Program of Instruction) between Criminology and Non-Criminology Police Trainees

Group	N	Mean	SD	df	Stat	p	Effect Size	Decision
Crim	165	4.69	0.44					
Other	53	4.65	0.50					
t-test				216.00	0.55	0.586	0.09	NS
Welch's test				79.71	0.51	0.610	0.08	NS
Mann-Whitney U					4130.00	0.519	0.06	NS

Legend: S (Significant); NS (Not Significant)

Given in table 9 is the satisfaction focusing with the Program of Instruction (curriculum) being compared between Criminology graduates ($\mu_1=4.69$, $SD_1=0.44$) and non-criminology graduates ($\mu_2=4.65$, $SD_2=0.50$). Recognized on the reached value Mann-Whitney U=4130.00, value (0.519), effect size ($r^2=.06$) reveals no effect and claims no significant difference with the means of the between Criminology and non-criminology graduates marked joint degree of Program of Instruction satisfaction. As a

decision, the researcher accepts the null hypothesis.

Thus, the quantitative data emphasized that the Criminology and non-criminology graduates imply similar assessments on providing curriculum and instructions to achieve optimum learning. Training is both an art and a science. The study of Brown (2020) revealed that in overall policing, the Criminology degree course confers no significant advantage over the undergraduate; instead, it is the university

experience that matters. It highlighted that the research could not confirm that a higher level of education may bring improved policing outcomes. The different degrees earned by the two groups of respondents did not affect their motivation, making them satisfied with the

training program. Further, the instruction program taken by both groups of police trainees is the same, providing basic knowledge and skills for non-criminology police trainees to cope with the training program easily.

Table 10. Disparity of Satisfaction (Faculty Members) between Criminology and Non-Criminology police trainees

FM	Group	N	Mean	SD	df	Stat	p	Effect Size	Decision
	Crim	165	4.65	0.45					
	Other	53	4.71	0.38					
t-test					216.00	-0.76	0.447	-0.12	NS
Welch's test					101.97	-0.83	0.410	-0.13	NS
Mann-Whitney U						4186.00	0.626	0.04	NS

Legend: S (Significant); NS (Not Significant)

As projected in Table 10, the satisfaction marking faculty members' competency as matched between criminology graduates ($\mu_1=4.65$, $SD_1=0.45$) and non-criminology graduates ($\mu_2=4.71$, $SD_2=0.38$). Documented on the grasped rate of Mann-Whitney $U=4186.00$, value (0.626), effect size ($r^2=.04$) unveils no effect and declares no significant difference on the satisfaction towards the faculty member between Criminology and non-criminology graduates, hence letting the researcher fail to reject the null hypothesis.

Consequently, it is stated that the Criminology and non-criminology graduates denote similar satisfaction assessments toward faculty members. Appreciating the responsible police

instructor's focus and efforts necessitates a conducive classroom environment.

Based on the study of Kleygewe et al. (2022), the organization of training and the delivery of training are two themes that play crucial roles in police training. Government structures and police executive boards are the leading authorities in defining the training framework. In contrast, police instructors are essential in training to achieve learning objectives. Since faculty members are aware and well trained to handle both Criminology graduate and non-criminology graduate police trainees, bias and discrimination are avoided. The result of this study points out the similarities and high satisfaction of both groups with the faculty members' teaching.

Table 11. Disparity of Satisfaction (Facilities, Equipment, and Supplies) between Criminology and Non-Criminology police trainees

TF	Group	N	Mean	SD	df	Stat	p	Effect Size	Decision
	Crim	165	4.39	0.74					
	Other	53	4.31	0.65					
t-test					216.00	0.73	0.463	0.12	NS
Welch's test					98.25	0.78	0.436	0.12	NS
Mann-Whitney U						4189.50	0.646	0.04	NS

Legend: S (Significant); NS (Not Significant)

Table 11 displays the satisfaction of directing the Facilities, Equipment, and Supplies that

the NPTI provided for police trainees, precisely Criminology graduates ($\mu_1=4.39$, $SD_1=0.74$)

and non-criminology graduates ($\mu_2=4.31$ $SD_2=0.65$)—recognized on the comprehended rate of Mann-Whitney $U=41896.50$, p -value (0.646) with effect size ($r^2=.04$), which exhibits no effect. Equally, this announces no significant difference in the satisfaction rating of the police trainees regarding Facilities, Equipment, and Supplies, which acknowledges the researcher to accept the null hypothesis.

Subsequently, it vows that the Criminology and non-criminology graduates convey a level of satisfaction concerning the assessment of facilities, equipment, and supplies in the training institute. The role of equipment and supplies in maintaining effective police field procedures

reviews current practices about the use of equipment. It makes specific recommendations for improving the technical competence of law enforcement agencies. According to Supriyanto et al. (2021), transformative efforts and strengthening of police infrastructure strongly support the duties and function of the Philippine National Police in securing the community. This is similar to police training. Efforts should focus on transformation and infrastructure development for the NPPTI to accomplish its mandate of equipping police trainees with the skill set they need regardless of educational background.

Table 12. Disparity of Overall Level of Satisfaction between Criminology and Non-Criminology Police Trainees

Overall	Group	N	Mean	SD	df	Stat	p	Effect Size	Decision
	Crim	165	4.57	0.46					
	Other	53	4.58	0.43					
t-test					216.00	-0.03	0.975	-0.00	NS
Welch's test					92.89	-0.03	0.974	-0.01	NS
Mann-Whitney U						4364.00	0.984	0.00	NS

Legend: S (Significant); NS (Not Significant)

Table 12 compares the overall satisfaction of Criminology graduates ($\mu_1=4.57$, $SD_1=0.46$) and non-criminology graduates ($\mu_2=4.58$, $SD_2=0.43$). Based on the obtained value, Mann-Whitney $U=4364.00$, value (0.984), effect size ($r^2=.000$ or no effect), and affirms no significant difference, which means that the two categories provided a similar level of overall satisfaction. This allows the researcher to accept the null hypothesis.

The expected difference between the criminology and non-criminology graduates implies that both articulated their ratings as very satisfactory, as indicated in the mean scores. Hence, the similarity suggests that both are highly valued and have seen remarkable appreciation as graduating police trainees and additions to the public safety and security workforce. This shared appreciation underscores the common purpose and unity among police trainees, regardless of their educational background.

The study revealed that the expected difference between the two groups of respondents is absent. This shows that both groups' student

satisfaction levels are high, and both groups appreciate the training received from the NPPTI. This study also indicates that the educational background, whether a Criminology graduate or a graduate of other disciplines, does not affect their satisfaction with the police training program received from the NPPTI. The result of the study opposed the common notion that Criminology graduates are more satisfied with the training because they can cope easily as their colleges provide lectures, practical exercises, and immersion programs with the PNP. their school in this kind of training during their college year. In the study of Dapitan et al. (2023), most non-criminology graduate police officers experienced being motivated to join the Philippine National Police. This motivation provided them with coping mechanisms for dealing with challenges and overcoming personal weaknesses despite different academic backgrounds. Their drive to enter the police service provided them with the same satisfaction level as criminology graduates and police trainees.

Conclusion

Based on the results of the study, the researcher concluded the following.

1. Generally, police trainees were very satisfied with the Public Safety Basic Recruit Course of NPTI. All four domains of police training, training management, instruction program, faculty members and facilities, equipment, and supplies received a high approval rating from the police trainees. Facilities, Equipment, and Supplies had the lowest satisfaction rating, while the Program of Instruction got the highest. This shows that the police training program exceeded police trainees' expectations. Further training needs were sufficiently provided to them, indicating a good quality police training program of the National Police Training Institute.
2. Interviews revealed that police trainees were very satisfied with the Public Safety Basic Recruit Course because of their learning and the transformation in their lives during the training. Further, they were very appreciative of the professionalism and capability of the training staff in handling the training program.
3. However, despite their high level of satisfaction with the police trainee training program, there were instances in which they were dissatisfied with some of the training, such as frequent water supply shortages, overcrowded dormitories and classrooms, and insufficient faculty members. They were optimistic that the NPTI could address these.
4. The study also disclosed that there was no significant difference in the overall level of satisfaction of police trainees between Criminology and non-criminology graduates. Moreover, similar results were found in other domains of police training between the two groups. It shows likeliness in the assessment between the Criminology graduate and non-criminology graduate police trainees, with both rated high satisfaction. This explains that educational background did not affect or influence police trainees' satisfaction in their Public Safety basic Recruit Course Training.

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