



CRISIS MANAGEMENT SKILLS, PSYCHOLOGICAL WELL-BEING, AND COMPETENCE OF PNP PERSONNEL IN CALAMBA COMPONENT CITY POLICE STATION

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ABSTRACT

Police personnel were expected to manage crises, maintain psychological well-being, and demonstrate competence. However, some failed in these areas, including five recorded suicides from 2019 to 2024. This research investigated the crisis management skills, psychological well-being, and competence of Philippine National Police personnel at the Calamba Component City Police Station. The study addressed the paucity of literature on these topics and aimed to provide valuable references to enhance the mental health of law enforcement officers. To assess the respondents' crisis management skills, the researcher adopted Rubillar et al.'s (2023) questionnaire. To evaluate their competence in handling Violence Against Women and Children (VAWC), child abuse, and bomb threats, the researcher used a custom questionnaire adapted from various literature sources. For psychological well-being, the researcher utilized Del Rosario et al.'s (2024) questionnaire. The findings showed that respondents displayed high levels of crisis management and psychological well-being but had moderate competence. Competence strongly correlated with organizational skills and was moderately linked to planning skills, but not to communication skills. Communication skills strongly influenced psychological well-being, while organizational skills had a limited impact. The researcher recommended ongoing skill updates for PNP personnel, targeted communication skills training, mentorship programs, and the continuation of the existing psychological well-being initiative.

INTRODUCTION

One of the things police officers do in their line of duty is manage crises. A crisis may be unpredictable or a direct consequence of a specific event. As such, it involves a strategy that can protect the reputation of the people involved, public trust, and business continuity (Barney & Posey, n.d.). For the members of the police force, crises require swift response to reduce the risks and protect lives. Crisis management is the application of strategies designed to help an organization resolve adverse events. It involves policies and procedures to curb the effects of these negative occurrences. These crises include natural disasters, cybersecurity breaches, public health crises, reputation crises, financial crises, and organizational misconduct crises (Barney & Posey, n.d.).

To present the interaction of the variables, the following conceptual framework is made.

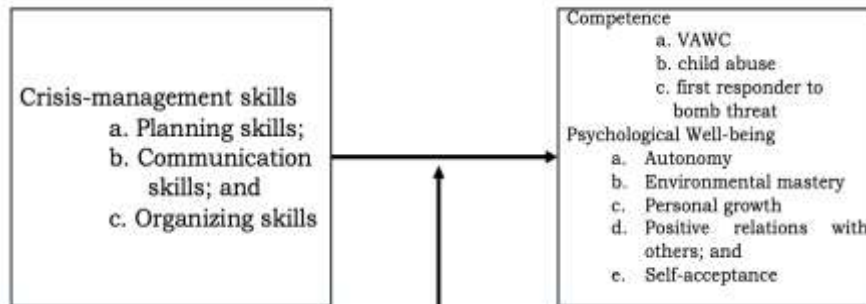


Figure 1. Conceptual Framework

The research takes crisis management skills as the independent variable that may affect or cause certain changes to competence and psychological well-being.

The research aimed to investigate the relationship between crisis management skills, psychological well-being, and competence of PNP personnel in Calamba Component City Police Station. Specifically, it aimed to determine the level of crisis-management, competence, and psychological well-being of the police personnel in the Calamba Component City Police Station and determine whether a potential relationship exists. This was conducted among 143 police personnel at the Calamba Component City Police Station in October 2025. The research utilized the quantitative-correlational research design.

Multiple questionnaires were also used. To gauge the crisis management skills of the respondents, the researcher adopted the questionnaire utilized by Rubillar et al (2023), focusing on planning skills, communication skills, and organizing skills. To gauge the competence of the respondents, a researcher-made questionnaire was used. It covered the competence of the respondents in terms of handling cases about violence against women and children, child abuse, and as first responders to bomb threats.



To determine the psychological well-being, the researcher adopted the questionnaire utilized by Del Rosario et al. (2024), focusing on autonomy, environmental mastery, personal growth, positive relations, and self-acceptance.

The research had potential limitations. First, the responses were collected only among the personnel of the component police station. It might not mirror the circumstances of the entire police force. Second, the quantitative design could only gauge the extent of the variables but not deeply explain them. The data could not explain the factors that could have affected their competence and their crisis-management skills, or detail the reasons that could have affected their psychological well-being.

METHODOLOGY

The research utilized a quantitative research approach. The research was conducted at Police Regional Office CALABARZON (PRO 4A). Remotin et al. (2023) described CALABARZON as one of the progressive cities in Southern Luzon. It stands for Cavite, Laguna, Batangas, Rizal, and Quezon. Because of its cultural diversity, it has the highest rates of recorded crimes such as theft, physical injury, murder, robbery, carnapping, homicide, and rape.

The researcher used multiple questionnaires. The first part of the questionnaire focuses on the respondents' profiles, such as their age, sex, years in service, and their educational attainment. To assess the crisis management skills of the respondents, the researcher adopted the questionnaire utilized by Rubillar et al. (2023). It has main indicators, namely planning skills, communication skills, and organizing skills. A five-point Likert scale were used to gauge their crisis management skills.

| Range | Description | Interpretation |
|-----------|-------------|--|
| 4.21-5.00 | Very High | Skills and competence are very evidently manifested. |
| 3.41-4.20 | High | Skills and competence are evidently manifested. |
| 2.61-3.40 | Average | Skills and competence are moderately manifested. |
| 1.81-2.60 | Low | Skills and competence are less manifested. |
| 1.00-1.80 | Very Low | Skills and competence are very less evident. |

Meanwhile, to determine the competence of the respondents in terms of handling Violence Against Women and Children (VAWC), child abuse, and bomb threats, the researcher administered a researcher-made questionnaire adapted from various literature. It had seventeen (17) indicators with a five-point Likert Scale. This was validated by two police commissioned officers from PRO 4A and one teacher. The results were interpreted using the scale below.

| Range | Description | Interpretation |
|-----------|-------------|--|
| 4.21-5.00 | Very High | Skills and competence are very evidently manifested. |
| 3.41-4.20 | High | Skills and competence are evidently manifested. |
| 2.61-3.40 | Average | Skills and competence are moderately manifested. |
| 1.81-2.60 | Low | Skills and competence are less manifested. |
| 1.00-1.80 | Very Low | Skills and competence are very less evident. |

To gauge the psychological well-being of the respondents, the researcher used the questionnaire utilized by Del Rosario et al (2024). The indicators of psychological well-being include autonomy, environmental mastery, personal growth, positive relations with others, and self-acceptance. A four-point Likert scale was used.

| Range | Verbal Interpretation |
|-----------|-----------------------|
| 3.26-4.00 | Above Average |
| 2.51-3.25 | Average |
| 1.76-2.50 | Low |
| 1.00-1.75 | Very Low |

The results of the data analysis were interpreted. The literature review helped explain how the findings might have supported other studies or negated some findings, opening opportunities for further analysis.

To gauge the variables of the study, the following tools were used by the researcher.

SOP 1: The level of crisis management of personnel of Calamba Component City Police Station in terms of planning skills, communication skills, and organizing skills To determine the level of crisis management of the personnel of Calamba Component City Police Station, the weighted mean was used. It is obtained by multiplying the weight by its quantitative outcome.



| Range | Description | Interpretation |
|-----------|-------------|--|
| 4.21-5.00 | Very High | Skills and competence are very evidently manifested. |
| 3.41-4.20 | High | Skills and competence are evidently manifested. |
| 2.61-3.40 | Average | Skills and competence are moderately manifested. |
| 1.81-2.60 | Low | Skills and competence are less manifested. |
| 1.00-1.80 | Very Low | Skills and competence are very less evident. |

SOP 2: The level of competence of personnel of Calamba Component City Police Station in terms of VAWC, child abuse, and bomb threats

To determine the level of competence of the personnel of Calamba Component City Police Station, the weighted mean was used. The following interpretation was employed:

| Range | Description | Interpretation |
|-----------|-------------|--|
| 4.21-5.00 | Very High | Skills and competence are very evidently manifested. |
| 3.41-4.20 | High | Skills and competence are evidently manifested. |
| 2.61-3.40 | Average | Skills and competence are moderately manifested. |
| 1.81-2.60 | Low | Skills and competence are less manifested. |
| 1.00-1.80 | Very Low | Skills and competence are very less evident. |

SOP 3: The level of psychological well-being of personnel of Calamba Component City Police Station. Similarly, to determine the level of psychological well-being of the personnel of Calamba Component City Police Station, the weighted mean was used. The following interpretation was employed:

| Range | Verbal Interpretation |
|-----------|-----------------------|
| 3.26-4.00 | Above Average |
| 2.51-3.25 | Average |
| 1.76-2.50 | Low |
| 1.00-1.75 | Very Low |

SOP 4: The significant relationship between the average level of crisis management and competence

SOP 5: The significant relationship between the average level of crisis management and psychological well-being

RESULTS AND DISCUSSIONS

1. The level of crisis management of the personnel of Calamba Component City Police Station in terms of planning skills, communication skills, and organizing skills?

Table 1.1 Crisis management in terms of planning skills

| Indicators | Mean | Verbal Interpretation |
|--|------|-----------------------|
| 1. I observe, analyze, and communicate with my team to address the situation based on all available facts and information, developing clear rules and operational conduct. | 3.42 | H |
| 2. I coordinate with other deputized teams, LGUs, and other law enforcement agencies to make the <u>pre-operation</u> stage effective and ensure the goals are achieved. | 3.36 | A |
| 3. I make a checklist/take detailed notes of the operation to avoid delays caused by <u>forgotten/unmanaged</u> tasks. | 3.39 | A |
| 4. (For team leader) I plan and delegate tasks to team members, and encourage and motivate them. | 3.02 | A |
| 5. (For team leader) I take the lead in organizing and collaborating on the plan and encourage members to suggest ideas. | 3.14 | A |
| General Assessment | 3.27 | A |

Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL)

Based on the data, the respondents strongly observed, analyzed, and communicated with their team in addressing situations using available facts and information. This indicator had a mean of 3.42, interpreted as High. Other indicators, such as coordinating with deputized teams and agencies (3.36), making checklists or detailed notes to prevent delays (3.39), planning and delegating tasks as team leaders (3.02), and leading in collaboration while encouraging member participation (3.14), were interpreted as Average level. The



general assessment mean of 3.27, interpreted as Average, implied that the respondents demonstrated a moderate level of operational planning, coordination, and leadership practices. It could be surmised that while these practices were generally carried out, there was still room for improvement in consistency and effectiveness.

Table 1.2 Crisis management in terms of communication skills

| Indicators | Mean | Verbal Interpretation |
|---|-------------|-----------------------|
| 1. I remain calm and poised in stressful situations, and I do not take any objective criticisms personally. | 4.08 | H |
| 2. I convey ideas and information through language known by the target/suspect and seek the help of a translator if needed. | 4.11 | H |
| 3. I am mindful of my body language and nonverbal cues, including body position, tone of voice, facial expression, eye contact, hand gestures, and physical distance. | 4.10 | H |
| 4. I am compassionate and empathetic, understanding the feelings of others, and treat everyone with compassion and respect, regardless of whether they are fellow officers, victims, witnesses, or community members. | 4.20 | H |
| 5. I participate in specialized communication programs, including crisis and emergency risk communication. | 4.10 | H |
| General Assessment | 4.12 | H |

Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL)

Table 1.2 presents the respondents’ assessment of their communication skills in operational contexts. The result revealed that respondents showed compassion and empathy, and treated others with respect regardless of their role or situation. It obtained a mean of 4.20. Moreover, the respondents obtained relatively high mean in indicators that pertain to conveying ideas in a language understood by the target or suspect (4.11), being mindful of body language and nonverbal cues (4.10), and participating in specialized communication programs (4.10). They also scored high in maintaining calmness and composure under stress, with a mean of 4.08. The overall mean of 4.12, also interpreted as High, suggested that respondents consistently demonstrated strong communication abilities, especially in showing respect, empathy, and clarity in interactions.

Table 1.3 shows the crisis management skills of the respondents in terms of organizational skills.

Table 1.3 Crisis management in terms of organizational skills

| Indicators | Mean | Verbal Interpretation |
|--|-------------|-----------------------|
| 1. (For team leader) I identify possibilities, am updated with information, and am also aware of developments or issues that could ruin our operation | 2.99 | A |
| 2. (For team leader) I identify critical tasks and arrange them in a logical order. | 2.97 | A |
| 3. (For team leader) I make sure to keep accurate records to use as a reference for things that need to be done, and make sure to record things that have been accomplished | 2.94 | A |
| 4. I estimate the time and effort required to complete tasks and manage my own time effectively to meet all commitments. | 3.31 | A |
| 5. (For team leader) I organize things effectively to work well with others. I am confident and supportive without being confrontational or aggressive, and I select members based on their competence, skills, and potential. | 3.03 | A |
| General Assessment | 3.05 | A |

Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL)

Based on the table, the ability to estimate time and effort to complete tasks and manage time effectively obtained the highest mean (3.31). It showed that respondents moderately apply time management skills in operations. Further, other practices, such as identifying possibilities and being aware of developments (2.99), arranging critical tasks in logical order (2.97), and keeping accurate records for reference and accomplished tasks (2.94), received slightly lower scores. This implied the need for improvement. Meanwhile, organizing work effectively with others while maintaining confidence and supportiveness scored 3.03, also within the average range. The general assessment mean of 3.05 could mean that respondents demonstrated a moderate level of planning and organizational ability.



2. The level of competence of personnel of Calamba Component City Police Station in terms of VAWC, child abuse, and bomb threats

Table 2.1 shows the level of competence of the respondents in terms of handling VAWC cases.

Table 2.1 Level of competence in terms of handling VAWC

| Indicators | Mean | Verbal Interpretation |
|--|-------------|-----------------------|
| 1. I implement police protocol in handling VAWC cases under the Act and other relevant laws. | 2.30 | LC |
| 2. I implement police protocol in handling VAWC cases under the Act and other relevant laws. | 2.39 | LC |
| 3. I am capable of collaborating with barangay officials, government agencies, non-governmental organizations, and other civic organizations in preventing VAWC. | 2.42 | LC |
| 4. I am capable of conducting interviews with victims and witnesses fairly and sensitively. | 2.35 | LC |
| 5. I can approach VAWC cases with empathy and understanding. | 2.42 | LC |
| 6. I am accurate and detailed in documenting the complaints. | 2.44 | LC |
| 7. I uphold the confidentiality of the victim's information. | 2.40 | LC |
| General Assessment | 2.39 | LC |

Legend: 4.21 – 5.00 Very Competent (VC); 3.41 – 4.20 Competent (C); 2.61 – 3.40 Moderately Competent (MC); 1.81 – 2.60 Less Competent (LC); 1.00 – 1.80 Not Competent (NC)

The implementation of police protocol in handling VAWC cases under the Act and relevant laws obtained the lowest mean of 2.30. It was probable that the respondents had difficulty applying established procedures. Further, the respondents' low mean scores were observed in documenting complaints accurately and in detail (2.44), approaching cases with empathy and understanding (2.42), and collaborating with barangay officials, government agencies, and organizations in preventing VAWC (2.42). Other aspects, such as upholding confidentiality (2.40) and conducting fair and sensitive interviews with victims and witnesses (2.35), indicated limited competence. The mean of 2.39 confirmed that respondents were less competent in handling VAWC cases.

Table 2.2 Level of competence in handling child abuse

| Indicators | Mean | Verbal Interpretation |
|--|-------------|-----------------------|
| 1. I implement police protocol in handling VAWC cases under the Act and other relevant laws. | 2.30 | LC |
| 2. I implement police protocol in handling VAWC cases under the Act and other relevant laws. | 2.39 | LC |
| 3. I am capable of collaborating with barangay officials, government agencies, non-governmental organizations, and other civic organizations in preventing VAWC. | 2.42 | LC |
| 4. I am capable of conducting interviews with victims and witnesses fairly and sensitively. | 2.35 | LC |
| 5. I can approach VAWC cases with empathy and understanding. | 2.42 | LC |
| 6. I am accurate and detailed in documenting the complaints. | 2.44 | LC |
| 7. I uphold the confidentiality of the victim's information. | 2.40 | LC |
| General Assessment | 2.39 | LC |

Legend: 4.21 – 5.00 Very Competent (VC); 3.41 – 4.20 Competent (C); 2.61 – 3.40 Moderately Competent (MC); 1.81 – 2.60 Less Competent (LC); 1.00 – 1.80 Not Competent (NC)

The respondents were less competent in adhering to proper procedures when gathering evidence and statements from witnesses, with the lowest mean of 2.38, which could indicate a lack of adequate skills in evidence handling. Similarly, the respondents were less competent in terms of being trained and aware of provisions of child protection laws (2.39) and ensuring a safe space for interviewing child victims and those with disabilities (2.39), the respondents were less competent. The respondents were also less competent in upholding child-friendly approaches during operations (2.42), filing complaints to the proper court (2.42), and maintaining confidentiality of victims' information (2.41), and collaborating with barangay officials and organizations in preventing child abuse (2.43). The general assessment mean of 2.41 confirmed that respondents were generally less competent in this area.



Table 2.3 presents the Level of competence of investigators.

Table 2.3 Level of competence of investigators

| Indicators | Mean | Verbal Interpretation |
|--|-------------|-----------------------|
| 1. I am trained and aware of the provisions of various child protection laws and policies. | 2.39 | LC |
| 2. I uphold child-friendly approaches during PNP operations. | 2.42 | LC |
| 3. I am capable of collaborating with barangay officials, government, non-government organizations, and other civic organizations in preventing child abuse. | 2.43 | LC |
| 4. I ensure a safe space for interviewing child victims and those with disabilities. | 2.39 | LC |
| 5. I adhere to proper procedures when gathering evidence and statements from witnesses. | 2.38 | LC |
| 6. I am equipped to file the complaint in the proper court. | 2.42 | LC |
| 7. I uphold the confidentiality of the victim's information. | 2.41 | LC |
| General Assessment | 2.41 | |

Legend: 4.21 – 5.00 Very Competent (VC); 3.41 – 4.20 Competent (C); 2.61 – 3.40 Moderately Competent (MC); 1.81 – 2.60 Less Competent (LC); 1.00 – 1.80 Not Competent (NC)

Table 2.4 presents the competence of the respondents as first responders in bomb threats.

Table 2.4 Level of competence as first responders in bomb threats

| Indicators | Mean | Verbal Interpretation |
|---|-------------|-----------------------|
| 1. I possess basic skills in investigation processes and procedures. | 2.31 | LC |
| 2. I can acquire and apply knowledge and skills relevant to my job. | 2.36 | LC |
| 3. I am well-trained in responding to criminal incidents. | 2.29 | LC |
| 4. I possess basic skills as a first responder during the incidents. | 2.35 | LC |
| 5. I am trained to perform effectively under pressure and maintain self-control for crime prevention. | 2.38 | LC |
| 6. I am well-trained in handling cases involving crimes against persons and am equipped to file the case in the proper court. | 2.35 | LC |
| 7. I exercise authority fairly and effectively in response to incidents of conventional crime. | 2.40 | LC |
| 8. I demonstrate honesty and integrity, and I take responsibility for my actions. | 2.40 | LC |
| 9. I am well-trained in conducting criminal investigations. | 2.41 | LC |
| General Assessment | 2.36 | LC |

Legend: 4.21 – 5.00 Very Competent (VC); 3.41 – 4.20 Competent (C); 2.61 – 3.40 Moderately Competent (MC); 1.81 – 2.60 Less Competent (LC); 1.00 – 1.80 Not Competent (NC)

The respondents were less competent in responding to criminal incidents (2.29) and in other areas, such as possessing basic investigative skills (2.31), applying relevant knowledge and skills (2.36), and performing effectively under pressure (2.38). On the other hand, slightly higher but still low ratings were noted in demonstrating honesty and integrity (2.40), exercising authority fairly and effectively (2.40), and conducting criminal investigations (2.41). Despite these being the highest among the indicators, they still indicate insufficient competence levels. The general assessment mean of 2.36 confirmed that respondents were generally less competent in crime prevention and investigation.



| Indicators | Mean | Verbal Interpretation |
|--|------|-----------------------|
| 1. I can assess the credibility and impact of bomb threats to determine an appropriate response. | 3.64 | C |
| 2. I understand the safety protocols for handling bomb threats fully. | 3.69 | C |
| 3. I am capable of coordinating with other agencies for enhanced bomb threat preparedness. | 3.67 | C |
| 4. I can collect evidence related to a bomb threat. | 3.50 | C |
| General Assessment | 3.62 | C |
| Legend: 4.21 – 5.00 Very Competent (VC); 3.41 – 4.20 Competent (C); 2.61 – 3.40 Moderately Competent (MC); 1.81 – 2.60 Less Competent (LC); 1.00 – 1.80 Not Competent (NC) | | |

The respondents demonstrated a competent understanding of safety protocols for handling bomb threats (3.69), indicating that they were generally well-informed about the procedures to ensure safety. Likewise, they were competent in coordinating with other agencies for enhanced preparedness (3.67) and in assessing the credibility and impact of bomb threats to determine appropriate responses (3.64). Their ability to collect evidence related to bomb threats had a mean of 3.50, indicating competence. The mean of 3.62, interpreted as Competent.

3. The level of psychological well-being of the personnel of the Calamba Component City Police Station

Table 3.1 discusses the level of psychological well-being of the respondents in terms of autonomy.

Table 3.1 Level of psychological well-being in terms of autonomy.

| Indicators | Mean | Verbal Interpretation |
|---|------|-----------------------|
| 1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people. | 3.92 | H |
| 2. For me, life has been a continuous process of learning, changing, and growth. | 4.05 | H |
| 3. In general, I feel I am in charge of the situation in which I live. | 3.90 | H |
| General Assessment | 3.96 | H |
| Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL) | | |

Based on the results, the respondents viewed life as a continuous process of learning, changing, and growth (4.05). They exhibited willingness to voice opinions even when these differ from the majority (3.92), which indicated confidence and assertiveness. Lastly, respondents rated highly their sense of being in charge of the situations they live in (3.90), which suggested a good level of personal control and responsibility. The general assessment mean of 3.96, interpreted as High.

Table 3.2 presents the level of psychological well-being in terms of environmental mastery.

Table 3.2 Level of psychological well-being in terms of environmental mastery

| Indicators | Mean | Verbal Interpretation |
|---|------|-----------------------|
| 1. Most people see me as loving and affectionate. | 3.96 | H |
| 2. I tend to worry about what other people think of me. | 3.80 | H |
| 3. I have been able to build a living environment and a lifestyle for myself that is much to my liking. | 3.99 | H |
| General Assessment | 3.92 | H |
| Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL) | | |



The results show that the respondents exhibited a high level of positive self-perception in terms of emotional expressiveness, self-awareness, and satisfaction with their environment. The highest-rated indicator was the ability to build a living environment and lifestyle suited to their preferences, with a mean of 3.99. It could be surmised that most respondents were satisfied with the way they live. They also rated highly the perception that others see them as loving and affectionate (3.96).

Table 3.3 shows the level of psychological well-being in terms of personal growth.

Table 3.3 Level of psychological well-being in terms of personal growth

| Indicators | Mean | Verbal Interpretation |
|---|------|-----------------------|
| 1. I enjoy making plans for the future and working to make them a reality. | 4.17 | H |
| 2. My decisions are not usually influenced by what everyone else is doing. | 4.00 | H |
| 3. I have a sense of direction and purpose in life. | 4.12 | H |
| General Assessment | 4.10 | H |
| Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL) | | |

Based on the findings, the respondents had a high level of purpose and goal orientation in life, as reflected in the overall mean of 4.10 (High). Among the indicators, enjoying making plans for the future and working to achieve them had the highest mean (4.17). It could mean that the respondents were proactive and forward-looking in their approach. Likewise, they also rated their sense of direction and purpose highly in life (4.12), and making decisions independently (4.00).

Table 3.4 presents the psychological level in terms of positive relations with others.

Table 3.4 Level of psychological level in terms of positive relations with others

| Indicators | Mean | Verbal Interpretation |
|---|------|-----------------------|
| 1. People would describe me as a giving person, willing to share my time with others | 3.98 | H |
| 2. My attitude about myself is probably as positive as most people feel about themselves. | 4.09 | H |
| 3. I enjoy being in new situations that require me to change my old familiar ways of doing things. | 4.03 | H |
| General Assessment | 4.03 | H |
| Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL) | | |

The results revealed that the respondents had a positive attitude, as most people (4.09), which suggested a generally healthy self-image and confidence. This was complemented by their willingness to embrace change and adapt to new situations (4.03) and indicated openness to growth and flexibility. Additionally, being described as giving and willing to share time with others (3.98) highlighted their prosocial orientation and willingness to contribute to relationships and communities.

Table 3.5 reveals the level of psychological well-being in terms of self-acceptance.

Table 3.5 Level of psychological well-being in terms of self-acceptance

| Indicators | Mean | Verbal Interpretation |
|---|------|-----------------------|
| 1. I think it is important to have new experiences that challenge how you think about yourself and the world. | 4.20 | H |
| 2. In general, I feel confident and positive about myself. | 4.17 | H |
| 3. I know that I can trust my friends, and they know they can trust me. | 4.17 | H |
| General Assessment | 4.18 | H |
| Legend: 4.21 – 5.00 Very High (VH); 3.41 – 4.20 High (H); 2.61 – 3.40 Average (A); 1.81 – 2.60 Low (L); 1.00 – 1.80 Very Low (VL) | | |

The findings revealed that belief in the importance of having new experiences that challenge one's self and worldview had the highest mean (4.20), reflecting the respondents' willingness to embrace growth and broaden perspectives. This was complemented by their confidence and positivity about themselves (4.17), and their ability to trust and be trusted by friends (4.17).

4. The significant relationship between the average level of crisis management and competence

Table 4.1 presents the results of the correlation between planning skills and level of competence.



Table 4.1 Correlation between planning skills and level of competence

| Level of Crisis | Level of Competence | r-value | N | p-value | Remarks | Decision |
|-----------------|----------------------|---------|-----|---------|-------------|---------------|
| Planning Skills | Handling VWAC | 0.5410 | 143 | 0.00001 | Significant | Reject the Ho |
| | Handling Child Abuse | 0.5032 | 143 | 0.00001 | Significant | Reject the Ho |
| | Investigators | 0.5173 | 143 | 0.00001 | Significant | Reject the Ho |
| | Bomb Threat | 0.3645 | 143 | 0.00001 | Significant | Reject the Ho |

The results revealed that planning skills had a moderately strong correlation with an r-coefficient of 0.5410. Likewise, planning skills and handling child abuse, and as investigators, also had moderately strong correlations with r-coefficients of 0.5032 and 0.5173, respectively. However, planning skills and the respondents' competence in handling bomb threats had a weaker yet significant correlation, as evidenced by the r-coefficient of 0.3645.

Table 4.2 presents the correlation between communication skills and level of competence.

Table 4.2 Correlation between communication skills and level of competence

| Level of Crisis | Level of Competence | r-value | N | p-value | Remarks | Decision |
|----------------------|----------------------|---------|-----|---------|-----------------|---------------|
| Communication Skills | Handling VAWC | 0.0300 | 143 | 0.72208 | Not Significant | Accept the Ho |
| | Handling Child Abuse | 0.0137 | 143 | 0.87099 | Not Significant | Accept the Ho |
| | Investigators | -0.0246 | 143 | 0.77057 | Not Significant | Accept the Ho |
| | Bomb Threat | 0.3220 | 143 | 0.00009 | Significant | Reject the Ho |

It was evident from the table that communication skills had a limited influence over handling VAWC, child abuse, and, as investigators, except for handling bomb threats. When correlated to handling VAWC, communication skills obtained an r-value of 0.300 with a p-value of 0.722208. Likewise, when compared with handling child abuse and being investigators, the r-coefficients were 0.0137 and -0.0246 with p-values of 0.87099 and 0.77057, respectively. It could be surmised that the level of competence in handling VAWC, child abuse, and being an investigator could be attributed to skills. Meanwhile, competence in bomb threats relied on communication for better crisis response.

Table 4.3 presents the correlation between organizational skills and level of competence.

Table 4.3 Correlation between organizational skills and level of competence

| Level of Crisis | Level of Competence | r-value | N | p-value | Remarks | Decision |
|-----------------------|----------------------|---------|-----|---------|-------------|---------------|
| Organizational Skills | Handling VWAC | 0.6192 | 143 | 0.00001 | Significant | Reject the Ho |
| | Handling Child Abuse | 0.5833 | 143 | 0.00001 | Significant | Reject the Ho |
| | Investigators | 0.6262 | 143 | 0.00001 | Significant | Reject the Ho |
| | Bomb Threat | 0.2858 | 143 | 0.00054 | Significant | Reject the Ho |

Based on the results, organizational skills and handling VAWC had a strong positive correlation with an r-coefficient of 0.6192. Likewise, organizational skills and the respondents' competence as investigators yielded an r-coefficient of 0.6292. Meanwhile, organizational skills and competence in handling child abuse had a moderate relationship with an r-coefficient of 0.5833. In contrast, organization skills and competence as first responders in a bomb threat yielded a low but significant correlation with an r-coefficient of 0.2858.

5. The relationship between the average level of crisis management and psychological well-being.

Table 5.1 shows the correlation between planning skills and psychological well-being.

Table 5.1 Correlation between planning skills and psychological well-being

| Level of Crisis | Level of Psychological Well-Being | r-value | N | p-value | Remarks | Decision |
|-----------------|-----------------------------------|---------|-----|---------|-----------------|---------------|
| Planning Skills | Autonomy | 0.1756 | 143 | 0.03593 | Significant | Reject the Ho |
| | Environmental Mastery | 0.2696 | 143 | 0.00113 | Significant | Reject the Ho |
| | Personal Growth | 0.2263 | 143 | 0.00657 | Significant | Reject the Ho |
| | Positive Relations with Others | 0.1978 | 143 | 0.01788 | Significant | Reject the Ho |
| | Self-Acceptance | 0.1628 | 143 | 0.05205 | Not Significant | Accept the Ho |

Planning skills, environmental mastery, and personal growth were weakly correlated but remained significant with an r-coefficient of 0.2696 with a p-value of 0.00113 and an r-coefficient of 0.2263 with a p-value of 0.00657. This showed that planning effectively could lead to being capable of adapting to challenges or fostering social interactions. In contrast, planning skills had a very weak correlation



with autonomy, positive relations with others, and self-acceptance. It might imply that planning skills had no direct influence over how the respondents view themselves.

Table 5.2 presents the correlation between communication skills and psychological well-being.

Table 5.2 Correlation between communication skills and psychological well-being

| Level of Crisis | Level of Psychological Well-Being | r-value | N | p-value | Remarks | Decision |
|----------------------|-----------------------------------|---------|-----|---------|-------------|---------------|
| Communication Skills | Autonomy | 0.3924 | 3 | 0.00001 | Significant | Reject the Ho |
| | Environmental Mastery | 0.3100 | 143 | 0.00017 | Significant | Reject the Ho |
| | Personal Growth | 0.4352 | 3 | 0.00001 | Significant | Reject the Ho |
| | Positive Relations with Others | 0.3483 | 43 | 0.00002 | Significant | Reject the Ho |
| | Self-Acceptance | 0.4335 | 43 | 0.00001 | Significant | Reject the Ho |

Communication was strongly related to personal growth with an r-coefficient of 0.4352 and self-acceptance with an r-coefficient of 0.4335. Meanwhile, communication was moderately correlated with autonomy, environmental mastery, and positive relations with others, with r-coefficients of 0.3924, 0.3100, and 0.3483.

Table 5.3 presents the correlation between organizational skills and psychological well-being.

Table 5.3 Correlation between organizational skills and psychological well-being

| Level of Crisis | Level of Psychological Well-Being | r-value | N | p-value | Remarks | Decision |
|-----------------------|-----------------------------------|---------|-----|---------|-----------------|---------------|
| Organizational Skills | Autonomy | 0.1136 | | 0.17623 | Not Significant | Accept the Ho |
| | Environmental Mastery | 0.2258 | | 0.0060 | Significant | Reject the Ho |
| | Personal Growth | 0.1672 | | 0.04594 | Significant | Reject the Ho |
| | Positive Relations with Others | 0.0430 | 143 | 0.61010 | Not Significant | Accept the Ho |
| | Self-Acceptance | 0.0776 | 143 | 0.35694 | Not Significant | Accept the Ho |

Autonomy, environmental mastery, and personal growth had weak correlations with r-coefficients of 0.1136, 0.2258, and 0.1672, respectively, with autonomy having a non-significant correlation. Meanwhile, positive relations with others and self-acceptance had a non-significant and very weak correlation. It implied that organizational skills could help the respondents feel more in control of their lives. However, it had no significant relationship when it came to independence or self-worth.

CONCLUSIONS AND RECOMMENDATIONS

Based on the major findings of the study, the following conclusions may be derived:

1. The respondents' planning skills and organizational skills were at an average level, except for their communication skills.
2. In terms of their level of competence, the respondents were less competent in handling VAWC, child abuse, and in being investigators. However, they exhibited competence as first responders in a bomb threat.
3. The respondents maintained a high level of psychological well-being across all aspects, namely, autonomy, environmental mastery, personal growth, positive relations with others, and self-acceptance.
4. Competence was moderately correlated to planning skills but was not related to communication skills. Organizational skills and competence, meanwhile, had a strong positive correlation.
5. Planning skills were very weakly correlated with some aspects of psychological well-being. Moreover, communication skills were strongly associated with aspects of psychological well-being. However, organizational skills had a limited influence on psychological well-being.

Recommendations

1. Communication skills must be one of the priorities of programs for the police. Scenario-based activities could enhance planning and organizational skills, like the Multi-Hazard Disaster Response Simulation using the Incident Command System (ICS).



2. A refresher course or a mentorship program could help in improving the competence of the police. For handling VAWC cases, a VAWC Trauma-Informed Case Handling Refresher Course with a Structured WCPD Mentorship Program could strengthen officers' practical skills in trauma-informed interviewing, risk assessment, evidence documentation, and case build-up, using realistic case simulations from reporting to referral.
3. Retain the Bantay Kaisipan program of the Philippine National Police, aimed at addressing the unique challenges faced by police officers.
4. The PNP could provide opportunities for self-reflection and develop programs that merge technical skills and interpersonal skills, like a Structured Scenario Simulation with Guided After Activity Reflection, which can make police officers participate in a realistic duty-based simulation.
5. A Mentored Field Observation and Assessment Activity could also be implemented to improve planning skills and support psychological well-being. In this activity, junior officers are paired with experienced mentors during actual operations, such as crowd management or community policing tasks.

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AI Declaration:

The researcher used ChatGPT (OpenAI) and Grammarly as AI-assisted tools during the preparation of this manuscript. Their use was limited to improving grammar, sentence structure, language clarity, organization, and formatting. AI was also used to assist in summarizing sections and enhancing readability. The conceptualization of the study, literature review, research design, data collection, statistical analysis, interpretation of results, and conclusions were performed by the researcher under the guidance of the thesis adviser. All AI-generated suggestions were critically reviewed, verified, and revised before incorporation into the final manuscript. No AI tool was used to generate or interpret research findings independently.