



ASSESSMENT OF THE TRAINING PROGRAM FOR THE IMPLEMENTATION OF THE RETOOLED COMMUNITY SUPPORT PROGRAM: BASIS FOR A FRAMEWORK DEVELOPMENT

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ABSTRACT

In the Philippines, counter-insurgency strategies have shifted from purely military operations toward a holistic, community-centered, and governance-driven approach, exemplified by Executive Order No. 70 and the Retooled Community Support Program (RCSP), which addresses governance gaps, delivers basic services, and strengthens community resilience in conflict-affected areas. This study explored the efficacy of the RCSP Training Program in supporting the implementation of the Retooled Community Support Program in Region I. An explanatory sequential mixed-methods design was employed, using Kirkpatrick's Model to quantitatively assess participants' reactions, learning, behavior, and results, followed by qualitative inquiry to explain the quantitative findings and examine the program's strengths, weaknesses, and implementation challenges. The study involved all 454 RCSP graduates from 2023–2025 to minimize sampling error and provide a comprehensive assessment of training outcomes across the three-year period. Findings revealed that respondents were Satisfied with the training program (Median = 3.00), perceived its effect on learning as Fully Improved (Median = 3.75), reported that acquired knowledge and skills were Applied in practice (Median = 3.25), and assessed its impact on community support efforts as Very High (Median = 3.50). Significant positive relationships were found among Reaction, Learning, Behavior, and Results, indicating that favorable training experiences were associated with improved learning, behavioral application, and program outcomes. Qualitative findings further showed that the RCSP strengthened police-community communication, participation, trust, and responsive service delivery, while challenges remained in manpower, logistics, funding, continuous training, community participation, coordination, monitoring, and sustainability. The study concludes that the RCSP Training Program is generally effective across all levels of Kirkpatrick's Model, with its people-centered and participatory approach serving as a major strength. Strengthening resources, capacity building, practical field exposure, monitoring and evaluation, inter-agency coordination, community engagement, and standardized implementation is recommended to enhance the program's efficiency, sustainability, and long-term contribution to peace, public safety, and community development.

KEYWORDS: Retooled Community Support Program, RCSP Training, training effectiveness, Kirkpatrick's Model, community policing, explanatory sequential mixed methods

INTRODUCTION

Counter-insurgency and peacebuilding strategies have increasingly shifted from predominantly kinetic military operations toward holistic, community-centered, and governance-driven approaches that address the underlying conditions that enable conflict and insurgency. International peacebuilding frameworks emphasize community participation, responsive governance, civil-military cooperation, and localized development as mechanisms for strengthening state legitimacy and community resilience in conflict-affected areas (Alliance for Peacebuilding [AFP], 2022; Berman et al., 2021). This paradigm recognizes that sustainable peace depends not only on security operations but also on the capacity of government institutions and frontline personnel to respond effectively to local needs and build meaningful relationships with communities.

In the Philippines, this shift was institutionalized through Executive Order No. 70 (2018), which established the

Whole-of-Nation Approach to achieving inclusive and sustainable peace. A key operational mechanism of this approach is the Retooled Community Support Program (RCSP), a convergence mechanism designed to address governance gaps, facilitate the delivery of basic services, and strengthen community resilience in conflict-affected and vulnerable communities (Department of the Interior and Local Government [DILG], 2020). Rather than relying solely on security clearing operations, the RCSP emphasizes localized community development by linking grassroots needs with government responsiveness and multisectoral intervention (Local Government Academy [LGA], 2022).

The implementation of RCSP, however, requires frontline personnel to possess competencies extending beyond conventional law enforcement. Implementers are expected to engage communities, identify local needs, facilitate inter-agency collaboration, support participatory governance, and contribute to peace and development initiatives (NEDA, 2021; LGA, 2022).



These responsibilities make structured training and capacity building essential to ensure that personnel possess the knowledge, skills, and competencies necessary for effective program implementation. Within the Philippine National Police (PNP), police officers play an important role in RCSP implementation because their responsibilities involve maintaining peace and order while developing partnerships with communities and supporting government-led interventions (PNP, 2024; PRO 1, 2024). Thus, the effectiveness of RCSP is partly dependent on the preparedness and capabilities of police personnel assigned to community-oriented functions.

Despite the strategic importance of capacity building, there remains limited empirical evidence concerning the effectiveness of training programs that prepare frontline personnel for the implementation of community-based peace and development programs. Existing assessments tend to emphasize broader security outcomes, infrastructure accomplishments, or other macro-level indicators, while giving comparatively less attention to whether training effectively develops the competencies required for field implementation (Abalos, 2022; Santos & Reyes, 2023). This gap is particularly important because training effectiveness should extend beyond knowledge acquisition to the actual application of competencies, improved community engagement, collaboration, and program outcomes. Brubacher et al. (2024) emphasized the importance of implementer preparedness and community participation in effective program implementation, while Dodd et al. (2025) noted that well-trained community workers and implementers are better positioned to respond to local concerns and sustain development initiatives.

This concern is particularly relevant in Police Regional Office 1 (PRO 1), which covers Pangasinan, La Union, Ilocos Sur, and Ilocos Norte and participates in various community-oriented and development initiatives. Capacity-building activities within the region are intended to enhance police officers' competencies in community relations, stakeholder engagement, problem-solving, and public service (PRO 1, 2024). Community engagement is likewise central to contemporary policing, as meaningful interaction between police personnel and community members promotes trust, cooperation, and shared responsibility for peace and order (Luczon, 2024). Similarly, community-based initiatives in the Northern Philippines demonstrate that program effectiveness is influenced by the preparedness, commitment, responsiveness, and competence of implementers, as well as the extent of community participation (Damayon et al., 2023).

Nevertheless, the continuing implementation of RCSP and related training activities raises an important empirical question: to what extent does the RCSP Training Program effectively prepare police officers to perform their roles as community-based implementers? Assessing training effectiveness is essential because competencies acquired during training must ultimately be translated into actual practices within communities. Moreover, the perspectives of community members who experience RCSP interventions provide an important dimension for determining whether trained personnel are able to respond effectively to local concerns, establish trust, and support

community development (Brubacher et al., 2024; Dodd et al., 2025).

Against this background, the present study evaluates the efficacy of the RCSP Training Program in Region 1, focusing on how training contributes to participants' reactions, learning, behavioral application, and program results based on Kirkpatrick's Model of Training Evaluation. By examining the effectiveness of the training and identifying its strengths, challenges, and areas for improvement, the study seeks to provide empirical evidence that can inform the enhancement of future capacity-building initiatives, strengthen RCSP implementation, and contribute to sustainable peace, public safety, and community development in the region.

Theoretical Framework

The theoretical framework provides the foundation for this study. It identifies and defines the key concepts, theories, and models that guide the investigation of the efficacy of training programs in implementing the Retooled Community Support Program (RCSP). This framework integrates principles from adult learning theories, program evaluation models, and community development theories.

Adult Learning Theory (Andragogy). This theory includes Malcom Knowles' Andragogy and Transformative Learning Theory. Knowles' theory claims that adult learners are self-directed and expect to take responsibility for decisions (Knowles, 1980). Training programs should thus be designed to be relevant to the learners' experiences and immediate application.

On the other hand, transformative theory, proposed by Jack Mezirow, suggests that adults learn by transforming their frames of reference through critical reflection (Mezirow, 1991). The training program for the Retooled Community Support Program should encourage reflective thinking and problem-solving skills.

Program Evaluation Theory. This theory includes Kirkpatrick's Four-Level Training Evaluation Model and Context, Input, Process, Product (CIPP) Model. The Kirkpatrick (1959) model is used to assess the overall efficacy of instruction. This can help businesses understand the many methods used in training assessment and the importance of various training objectives in evaluating training outcomes. According to Kirkpatrick (1959), quantifying training efficacy increases in difficulty, complexity, and cost as it increases in level. This demonstrates the necessity of assessing training efficacy at all levels. The Kirkpatrick model is frequently referenced in academic research because it has made important contributions to evaluation theory and practice. Figure 1 presents the Kirkpatrick model.

According to Yaqoot et al. (2021), the framework was recognized as the most universal training evaluation model, which is utilized in both private and governmental sectors internationally. Interestingly, this paradigm appears to be the most preferred in evaluating the effectiveness of training. The four levels of training evaluation are level I, reaction, which examines how the trainee feels about the training; level II, learning; level



III, behavior change; and level IV, result, which measures whether the training has had an impact on the trainee's ability to change the workplace culture for the better.

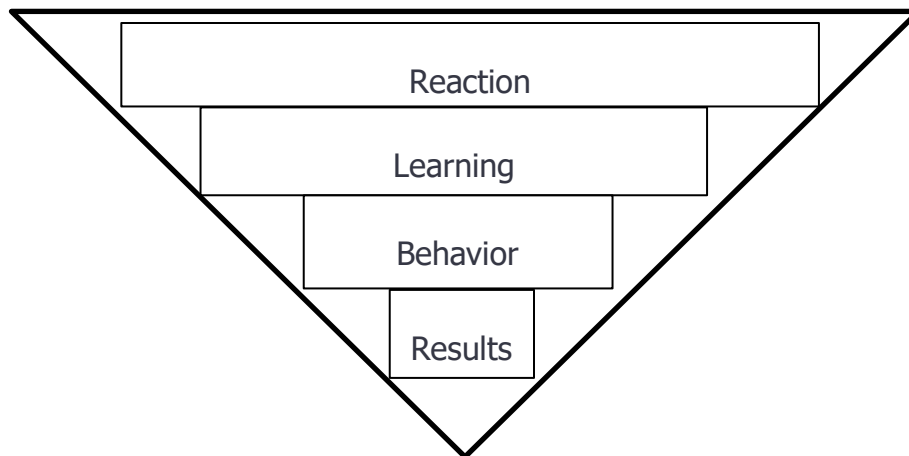


Figure 1. Kirkpatrick's Model

Reaction Phase. This measures if the learners have found the training to be relevant to their role, engaging and useful.

Learning Phase. It measures whether or not the learner has acquired the knowledge, skills, attitude, confidence and commitment that the training program is focused on.

Behavior Phase. This measures behavioral changes after learning and see if the learners are taking what they learned in training and applying it as they do their job.

Results Phase. It measures whether or not the targeted outcomes resulted from the training program, alongside the support and accountability of organizational members.

The Context, Input, Process, Product (CIPP) Model, developed by Daniel Stufflebeam, evaluates the context (need for training), inputs (resources and strategies used), process (implementation), and product (outcomes) (Stufflebeam & Zhang, 2017). This comprehensive approach ensures a thorough evaluation of the RCSP training program.

The theoretical framework anchors the study in established educational and community development theories, ensuring a comprehensive approach to evaluating the efficacy of the RCSP training program. By using these theories, the study aims to provide insights into effective training practices that can be adapted and applied in various community support initiatives.

Statement of the Problem

This study explored the efficacy of training program for implementing the Retooled Community Support Program in Region 1.

Specifically, it sought answers to the the following problems:

1. To what extent did the respondents become satisfied with the RCSP Training Program (Reaction: Participant Satisfaction) in terms of:

- 1.1. Lecturers,
- 1.2. program of instruction,

1.3. modules/assessment tasks, and

1.4. learning environment?

2. To what extent did RCSP training improve the respondents' understanding (Learning: Knowledge and Skills Acquired) in terms of:

2.1. Program's objectives, and

2.2. Ability to apply the program's key principles in community Settings?

3. To what extent did the respondents have applied the new knowledge and skills gained from the RCSP training (Behavior: Transfer of Learning) in terms of:

3.1. Interaction with communities, and

3.2. Implementation of RCSP activities?

4. To what extent has the RCSP training demonstrably impacted the effectiveness of community support efforts (Results: Impact on the Community) in terms of:

4.1. Community participation rates,

4.2. Community feedback and satisfaction,

4.3. Partnerships with local organizations, and

4.4. Decreasing Index Crimes?

5. Are there significant relationships between and among the respondents' reaction, learning, behavior, and results following Kirkpatrick's Model of Training Evaluation?

6. For Training Participants and Community Members: What are the key strengths and weaknesses of the program and what potential improvements could address the identified weaknesses?

7. Based on the results of the study, what policy or program enhancement may be proposed?

METHODOLOGY

This study employed an **explanatory sequential mixed-methods design** to examine the efficacy of the RCSP Training Program. Quantitative data were first collected through structured



questionnaires based on **Kirkpatrick's Four-Level Training Evaluation Model** to assess participants' reactions, learning, behavioral application, and program results, including their relationships. This was followed by a qualitative phase using semi-structured interviews to explain the quantitative findings and explore participants' experiences, challenges, strengths, weaknesses, and recommendations. The design was appropriate because it enabled the study to determine the extent of training

effectiveness while providing contextual explanations for the observed quantitative results (Creswell & Plano Clark, 2018).

The study used total enumeration for the quantitative component and purposive sampling for the qualitative component to ensure both breadth and depth of data. Table 1 shows the population of the study covering the graduates of RCSP in Police Regional Office 1 from 2023 to 2025 .

Table 1. Population of the Study

Year	Graduates	Active	Reassigned
2023	177	160	17
2024	199	195	4
2025	100	99	1
Total	476	454	22

For the quantitative part, total enumeration was used, meaning all available RCSP graduates from 2023 to 2025 were included in the study. As shown in Table 1, the population consists of 476 graduates, of which 454 are active and 22 are reassigned. By including the entire population rather than selecting a sample, the study ensures complete coverage of respondents, minimizes sampling error, and provides a more accurate and representative assessment of RCSP outcomes across the three-year period. This approach strengthens the validity of statistical findings since the results reflect the actual population of graduates.

In contrast, the qualitative component used purposive sampling, where participants were deliberately selected based on specific criteria such as role, experience, and involvement in RCSP implementation. This method allows the researchers to gather in-depth insights from informants who are most knowledgeable and directly engaged with the program. The informants include 15 police officers and five community members.

The study used a researcher-developed survey questionnaire, reviewed by the dissertation adviser and validated by three experts with direct experience in RCSP implementation and training. The quantitative instrument consisted of six parts covering respondent category, satisfaction with the training program, improvement in knowledge and skills, application of acquired competencies, impact on community support, and relationships among Reaction, Learning, Behavior, and Results. A semi-structured interview guide was also used to explore participants' experiences, perceptions, challenges, and recommendations, consistent with the explanatory sequential mixed-methods design.

The instrument was validated by three police commissioned officers: the Training Manager of the Regional Special Training Unit (RSTU), Chief of the Regional Community Affairs and Development Division (RCADD), and Chief of the Doctrine and Education Team (DET). Their expertise in RCSP supervision, implementation, and training helped establish the instrument's relevance, credibility, and appropriateness for the study.

The instrument was pilot-tested with 30 RCSP graduates from 2022 who were excluded from the actual study. Reliability analysis using Cronbach's alpha showed coefficients ranging

from 0.86 to 0.92 across the instrument's dimensions, indicating good to excellent internal consistency. The overall Cronbach's alpha of 0.89 confirmed that the questionnaire was sufficiently reliable for the actual data-gathering phase.

Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were examined through thematic analysis. For Reaction (Participant Satisfaction), respondents' satisfaction with the lecturers, program of instruction, modules/assessment tasks, and learning environment was interpreted using a four-point scale: 3.26–4.00 = Fully Satisfied; 2.51–3.25 = Satisfied; 1.76–2.50 = Less Satisfied; and 1.00–1.75 = Not Satisfied.

For Learning, the extent of improvement in respondents' understanding of the RCSP objectives and ability to apply key principles was interpreted as 3.26–4.00 = Fully Improved; 2.51–3.25 = Improved; 1.76–2.50 = Less Improved; and 1.00–1.75 = No Improvement.

For Behavior (Transfer of Learning), the application of knowledge and skills in community interactions and RCSP activities was interpreted as 3.26–4.00 = Fully Applied; 2.51–3.25 = Applied; 1.76–2.50 = Less Applied; and 1.00–1.75 = Not Applied.

For Results, the impact of RCSP training on community participation, community feedback and satisfaction, partnerships with local organizations, and decreasing index crimes was interpreted as 3.26–4.00 = Very High Impact; 2.51–3.25 = High Impact; 1.76–2.50 = Low Impact; and 1.00–1.75 = Very Low Impact.

The Spearman Rank-Order Correlation (Spearman's rho) was used to determine the significant relationships among Reaction, Learning, Behavior, and Results. This nonparametric test was appropriate for the ordinal data derived from Likert-scale responses. The correlation coefficient was used to determine the direction and strength of relationships, while the p-value at the 0.05 level of significance determined their statistical significance.

For the qualitative component, Braun and Clarke's (2022) six-phase thematic analysis was employed to identify and interpret patterns concerning the strengths, weaknesses, challenges, and recommended improvements of the RCSP Training Program. The process involved (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4)



reviewing themes, (5) defining and naming themes, and (6) producing the report. Interview and open-ended responses were transcribed, coded, categorized, and synthesized into themes supported by relevant participant statements.

To establish trustworthiness, the researcher maintained systematic documentation of the coding and theme-development process and ensured accurate transcription and consistent analysis of participant responses. The integration of quantitative results and qualitative themes provided a comprehensive assessment of the RCSP Training Program and facilitated a deeper interpretation of its effectiveness, implementation challenges, and areas for improvement.

RESULTS AND DISCUSSIONS

This section presents presents, analyzes, and interprets the data gathered from the respondents.

Level of Satisfaction with the RCSP Training Program

Table 2 presents the level of satisfaction with the Retooled Community Support Program in terms of lecturers, program of instruction, modules/assessment tasks, and learning environment.

Lecturers. The overall median rating in terms of lecturers in RCSP is 3.00, interpreted as satisfied. However, the itemized results present a more delicate picture. In terms of mastery of subject matter, clarity of explanation, preparation for sessions, and professionalism, the respondents rated as very satisfied (4.00), indicating strong technical competence and credibility of trainers. On the other hand, lower ratings of satisfied (3.00) were observed in areas related to encouraging participation, applying real-life field situations, use of varied teaching strategies, motivation of learners, time management, and responsiveness to questions, suggesting gaps in interactive and learner-centered facilitation practices.

Table 2. Level of Satisfaction with the RCSP Training Program in Terms of Lecturers

Lecturers	Med	VI
1. The lecturer demonstrated mastery of the subject matter.	4.00	FS
2. The lecturer explained concepts clearly and understandably.	4.00	FS
3. The lecturer was well-prepared for each training session.	4.00	FS
4. The lecturer encouraged participation and interaction among participants.	3.00	S
5. The lecturer responded effectively to questions and concerns.	3.00	S
6. The lecturer related the lessons to real-life policing or field situations.	3.00	S
7. The lecturer used appropriate teaching strategies during the training.	3.00	S
8. The lecturer maintained professionalism throughout the training.	4.00	FS
9. The lecturer motivated participants to actively engage in learning.	3.00	S
10. The lecturer managed time effectively during lectures and discussions.	3.00	S
Overall	3.00	S
Program of Instruction		
1. The training objectives were clearly explained at the beginning of the program.	3.00	S
2. The topics included in the program were relevant to RCSP implementation.	3.00	S
3. The sequence of topics followed a logical and organized flow.	4.00	FS
4. The program covered the essential knowledge needed for RCSP operations.	4.00	FS
5. The time allocated for each topic was adequate.	3.00	S
6. The training program balanced theory and practical application.	3.00	S
7. The program addressed current community safety and policing concerns.	4.00	FS
8. The learning activities supported the achievement of training objectives.	3.00	S
9. The program enhanced my understanding of community engagement strategies.	4.00	FS
10. The overall structure of the training program was well-organized.	3.00	S
Median	3.00	S
Modules/Assessment Tasks		
1. The training modules were relevant to the RCSP training objectives.	4.00	FS
2. The content of the modules was clear and easy to understand.	3.00	S
3. The modules contained updated and practical information.	3.00	S
4. The assessment tasks were aligned with the training topics.	3.00	S
5. The assessment activities helped reinforce learning.	3.00	S
6. The instructions for assessment tasks were clear and understandable.	3.00	S
7. The assessment tasks encouraged critical thinking and problem-solving.	3.00	S
8. The modules supported independent learning among participants.	3.00	S
9. The assessment tasks measured participants' understanding of the lessons.	3.00	S
10. The overall quality of the modules and assessment materials was satisfactory.	3.00	S



Median	3.00	S
Learning Environment		
1. The training venue was conducive to learning.	3.00	S
2. The training facilities were adequate for the activities conducted.	3.00	S
3. Audio-visual equipment functioned properly during the sessions.	3.00	S
4. The seating arrangement allowed effective participation and interaction.	4.00	FS
5. The training environment was comfortable and well-ventilated.	3.00	S
6. The training schedule was convenient for participants.	3.00	S
7. The training materials and equipment were readily available.	3.00	S
8. The learning environment promoted active engagement in discussions.	3.00	S
9. The training staff provided adequate logistical support.	4.00	FS
10. The overall learning environment contributed positively to my learning experience.	3.00	S
Overall Median	3.00	S

FS- Fully Satisfied; S- Satisfied

The findings indicate that respondents were highly satisfied with the lecturers' subject mastery, preparation, and professionalism, suggesting that trainer competence contributed positively to their training experience. This is consistent with foreign studies emphasizing content mastery, clarity, expertise, preparedness, and professionalism as important determinants of positive training reactions (Salas et al., 2021; Arthur et al., 2020). However, the comparatively lower ratings for interaction, motivation, and practical application suggest that trainer effectiveness extends beyond technical expertise. Kraiger et al. (2020) emphasized that effective training also requires facilitation strategies that promote interaction, active learning, and real-world application, as limited participatory and experiential approaches may reduce learner engagement.

Similar patterns have been reported in Philippine training contexts. The Philippine Institute for Development Studies (PIDS, 2020) and the Department of the Interior and Local Government (DILG, 2021) noted that government training programs are generally viewed positively in terms of facilitator competence but may have limitations in interactive delivery, contextual application, and learner engagement. DILG (2022) likewise observed that trainers in programs such as RCSP may possess strong subject-matter expertise but do not always employ consistent participatory strategies, particularly in field-oriented and community-based training.

These findings suggest that the RCSP Training Program has a strong foundation in trainer competence but should further develop facilitators' skills in learner engagement, motivation, participatory instruction, and experiential learning. Strengthening the Training-of-Trainers (TOT) program through practical exercises, real-world field applications, interactive teaching strategies, and effective time management may improve knowledge transfer and subsequent behavioral application. Consistent with Kirkpatrick's Model, strengthening the reaction and learning stages through more engaging instructional approaches may contribute to improved behavioral transfer and program results. Overall, the findings reinforce the importance of balancing content expertise with facilitation competence to ensure that RCSP training is not only technically accurate but also engaging, practical, and applicable to community-based settings.

Program of Instruction. The overall median rating obtained is 3.00 (satisfied) for the Program of Instruction in the RCSP Training Program. The itemized results indicate a mixed evaluation across different aspects of instructional design. This suggests that while the program content is generally relevant and knowledge-rich, there are weaknesses in instructional clarity, pacing, and integration of theory with practice.

While the program content is described as relevant and knowledge-rich, similar to the structured instructional intent, Police Officer 4 noted that "training schedules should be more frequent because some officers need continuous updates on community policing strategies," and Police Officer 10 emphasized the need for "more specialized training in handling sensitive social issues and vulnerable groups." These statements reflect the quantitative finding that, although instruction exists, there are gaps in pacing, continuity, and depth of application, particularly in integrating theory with real-world practice.

The findings indicate that respondents were generally Satisfied with the Program of Instruction, reflecting strong content relevance and adequate coverage of essential RCSP knowledge but some limitations in instructional clarity, pacing, theory-practice integration, and learning activities. Qualitative findings support this result, with informants identifying concerns related to reporting systems, inconsistent implementation across barangays, limited manpower and logistics, budget constraints, insufficient community engagement, and inadequate follow-up and monitoring. These contextual factors may constrain the translation of training content into consistent field practice.

The findings are consistent with foreign literature emphasizing that clear objectives, logical sequencing, relevant content, and alignment between learning activities and intended outcomes are essential to training effectiveness (Salas et al., 2021; Kraiger et al., 2020). The strong ratings for topic relevance, logical sequencing, and essential knowledge coverage similarly reflect evidence that well-structured curricula facilitate learning and knowledge acquisition (Garcia et al., 2025). However, the comparatively lower ratings for theory-practice balance, learning activities, time adequacy, and instructional organization are consistent with studies identifying limited experiential learning and inadequate integration of theory and practice as common



weaknesses in government and community-based training (Arthur et al., 2020; Kirkpatrick & Kirkpatrick, 2021).

Local literature likewise indicates that Philippine government training programs generally demonstrate strong content relevance but may encounter limitations in instructional design, training duration, practical exercises, and implementation structure (PIDS, 2020, 2021; DILG, 2021, 2022). The qualitative findings further reinforce these concerns by showing that weaknesses in monitoring, follow-up, resources, and community participation can affect the practical application and sustainability of training outcomes.

These findings suggest that the RCSP Program of Instruction provides a sound and contextually relevant instructional foundation but requires further improvement in instructional clarity, pacing, experiential learning, and field integration. Strengthening the alignment between learning objectives and activities through simulations, case analyses, practical exercises, and field-based applications may improve knowledge transfer and behavioral application. Training duration and session pacing should likewise be reviewed to provide sufficient opportunities for discussion, practice, and feedback. Overall, improving instructional coherence while strengthening practical and participatory learning experiences may enhance the effectiveness of the RCSP Training Program and facilitate more consistent application of acquired competencies in community settings.

Modules/Assessment Tasks. An overall median rating of 3.00 (satisfied) is obtained for the Modules and Assessment Tasks component of the RCSP Training Program. Itemized results show that only one indicator was rated very satisfied (4.00)—the relevance of modules to RCSP training objectives. All other indicators were rated satisfied (3.00), including clarity of content, updated and practical information, alignment of assessments, reinforcement of learning, clarity of instructions, promotion of critical thinking, support for independent learning, and overall quality of materials.

The qualitative findings corroborate the quantitative result showing an overall median rating of 3.00 (satisfied) for the Modules and Assessment Tasks component of the RCSP Training Program, indicating that respondents generally view the instructional materials as relevant and functional but with room for improvement. This is reflected in the consistent recognition of the program's strengths, particularly its alignment with RCSP objectives, as the modules were widely regarded as appropriate for guiding training implementation and field application. However, the qualitative responses also highlight operational and learning-related gaps that mirror the "Satisfied" ratings across most indicators.

For instance, several informants pointed to issues that reflect limitations in clarity, reinforcement, and practical application of learning. Police Officer 7 noted that "the reporting system can still be improved to make documentation and information-sharing more efficient," suggesting challenges in applying learned content into structured outputs. Similarly, Police Officer 14 emphasized the need to strengthen "monitoring and

evaluation," which aligns with the moderate rating on reinforcement of learning and assessment alignment. Community Member 5 also pointed out the need for "more follow-up on community concerns," indicating gaps in sustained application and feedback mechanisms.

Concerns about engagement, comprehension, and practical support were also evident. Police Officer 10 mentioned the need for "more specialized training in handling sensitive social issues," which reflects the limited extent to which modules fully support higher-order thinking and real-world application. Additionally, Police Officer 4's call for "more frequent training updates" and Police Officer 2's observation of "limited follow-up after community consultations" suggest that while content is relevant, its reinforcement over time may be insufficient to ensure consistent understanding and application.

The findings indicate that the Modules and Assessment Tasks are generally aligned with RCSP objectives and relevant to participants' needs, but limitations remain in instructional clarity, depth, learner support, and the capacity of assessment tasks to promote higher-order thinking and practical application. The very high rating for module relevance suggests that participants recognize the materials as meaningful and consistent with RCSP goals and field requirements.

These findings are consistent with foreign literature emphasizing that training materials are most effective when they are clearly presented, aligned with learning objectives, and designed to promote learner engagement and comprehension (Salas et al., 2021; Kraiger et al., 2020). The strong rating for relevance likewise supports Garcia et al. (2025), who emphasized that alignment between training content and organizational objectives enhances perceived usefulness and training satisfaction. However, Arthur et al. (2020) noted that government and community-based training programs may experience limitations in instructional clarity, active learning strategies, and higher-order assessment, which corresponds with the comparatively lower RCSP ratings for these areas.

The findings also suggest that assessment tasks may require greater emphasis on application, analysis, critical thinking, and problem-solving rather than knowledge recall alone. This is consistent with Kraiger et al. (2020), who emphasized the value of assessments that measure the practical application of learning. Local literature similarly indicates that Philippine government training materials are generally aligned with policy and program objectives but may require improvement in clarity, contextual examples, learner guidance, and assessment quality (PIDS, 2020, 2021; DILG, 2021, 2022).

These findings imply that while RCSP modules are functionally relevant and aligned with program objectives, they can be further improved through clearer and more accessible presentation, stronger learner support, contextualized examples, and competency-based assessment tasks. Incorporating case analyses, simulations, problem-solving exercises, and field-based scenarios may strengthen higher-order thinking and facilitate the transfer of learning to actual RCSP situations. Overall, enhancing instructional clarity, learner-centered design, and performance-oriented assessment would help ensure that the modules develop



not only knowledge but also the practical competencies required of field-ready RCSP implementers.

Learning Environment. The overall median rating for the learning environment is 3.00 (satisfied). The itemized results indicate that most indicators were rated Satisfied (3.00), while only two indicators were rated very satisfied (4.00): the seating arrangement that allowed effective participation and interaction, and the adequacy of training staff logistical support.

This suggests that while the RCSP training environment is generally functional and acceptable, only specific aspects of physical arrangement and logistical support were perceived as highly satisfactory. Other components such as venue conduciveness, facilities, equipment functionality, comfort, scheduling, and availability of materials were viewed as adequate but not exceptional.

The findings indicate that respondents were generally Satisfied with the RCSP Training Program's learning environment (Median = 3.00), suggesting that the training setting was functional and supportive but not yet optimal. The relatively strong ratings for seating arrangements and logistical support were reinforced by qualitative responses indicating that the physical and coordination arrangements generally facilitated participation and training activities. However, concerns regarding manpower, logistical resources, response time, scheduling, follow-up, and accessibility suggest that broader operational conditions continue to affect the overall learning experience.

These findings are consistent with foreign literature emphasizing that physical facilities, comfort, resources, and administrative support influence participant engagement, concentration, and satisfaction (Salas et al., 2021; Arthur et al., 2020). The favorable assessment of seating arrangements supports Kraiger et al. (2020), who noted that flexible and interactive learning spaces can promote participation and collaboration, while effective logistical support can contribute to positive training experiences (Noe & Kodwani, 2021). However, the predominance of Satisfied ratings across other indicators is consistent with evidence that government and institutional training programs may face limitations in facilities, equipment, scheduling, and resource availability (Salas et al., 2021).

Local literature similarly suggests that Philippine government training programs are generally functional but may be constrained by facilities and logistical resources (PIDS, 2020, 2021; DILG, 2021, 2022). The qualitative findings further indicate that limited manpower, logistical support, follow-up

mechanisms, and accessibility may restrict continuity of engagement and the effective application of learning. These conditions are important because a supportive learning environment can influence not only participants' immediate reactions but also learning retention and subsequent behavioral application (Kirkpatrick & Kirkpatrick, 2021).

Overall, the RCSP learning environment provides an adequate foundation for training, particularly through effective seating arrangements and logistical coordination, but improvements are needed in facilities, equipment, comfort, scheduling, accessibility, and continuity of engagement. Addressing these conditions may enhance participant satisfaction, strengthen learning experiences, and support the transfer of training into actual RCSP practices. Thus, improving both the physical and organizational dimensions of the learning environment is essential to further enhance the overall effectiveness of the RCSP Training Program.

Extent of RCSP Training in Improving the Respondents' Understanding

The results in Table 3 show that the overall median is 3.75, which is verbally interpreted as fully improved (FI). This indicates that, in general, the RCSP Training Program has been highly effective in improving the respondents' understanding, particularly in terms of both the program's objectives and the application of its key principles in community settings.

Program's Objectives. The results show that the overall median rating for Program's Objectives is 4.00, verbally interpreted as Fully Improved (FI). This indicates that the RCSP Training Program has been highly effective in enhancing respondents' understanding and competencies related to its core objectives.

The findings revealed an overall median of 4.00 (Fully Improved) for the RCSP Program's Objectives, indicating that the training effectively enhanced respondents' understanding and competencies in community engagement, conflict analysis, peacebuilding, and the application of RCSP principles. The qualitative findings corroborate this result, with police officers reporting improved abilities to understand community needs, identify root causes of conflicts, communicate with residents, and build trust, while community members confirmed increased police engagement and opportunities to express local concerns. These findings demonstrate that the training objectives were not only understood conceptually but were also translated into actual community-based practices.

Table 3. Extent of RCSP Training in Improving the Respondents' Understanding

A. Program's Objectives	Med	VI
1. Ability to identify social, political, and economic issues that contribute to community conflict	4.00	FI
2. Ability to facilitate the delivery of government services to communities affected by conflict	3.00	I
3. Understanding of how RCSP addresses the root causes of insurgency	4.00	FI
4. Ability to help bridge governance gaps between the government and community members	4.00	FI
5. Ability to assist communities in accessing basic government services such as infrastructure, education, and health programs	3.00	I
6. Ability to encourage citizens to actively participate in identifying community issues	4.00	FI
7. Ability to facilitate community participation in planning development programs	4.00	FI



8. Ability to support initiatives that promote sustainable peace and development in communities	4.00	FI
9. Ability to collaborate with Local Government Units in addressing community needs	3.00	I
10. Ability to support LGU-led projects that improve the quality of life in the barangay	4.00	FI
Overall (Program's Objectives)	4.00	FI
B. Ability to Apply the Program's Key Principles in Community Settings		
1. Ability to promote coordination among government agencies, security forces, and civil society in addressing community concerns (Whole-of-Nation Approach)	3.00	I
2. Ability to encourage community members to identify their own issues and participate in development initiatives (Empowerment Framework)	3.00	I
3. Ability to support the strengthening of local governance and leadership capacity in barangays (Well-functioning Government)	3.50	FI
4. Ability to promote local economic initiatives and livelihood opportunities in the community (Sound Business Environment)	4.00	FI
5. Ability to ensure fair access to government services and development programs among community members (Equitable Distribution of Resources)	3.50	FI
6. Ability to promote respect for human rights and the rights of others within the community (Acceptance of the Rights of Others)	4.00	FI
7. Ability to facilitate open communication and information sharing among community stakeholders (Free Flow of Information)	3.00	I
8. Ability to support initiatives that improve community education, health, and skills development (High Level of Human Capital)	3.00	I
9. Ability to promote accountability, transparency, and integrity in RCSP-related activities (Low Level of Corruption)	3.50	FI
10. Ability to foster cooperation, unity, and harmonious relationships among community members (Good and Harmonious Relationship with Others)	3.50	FI
Overall (Apply the Program's Key Principles)	3.50	FI
Overall Median	3.75	FI

FI- Fully Improved; I- Improved

However, the findings indicate that practical service delivery, resource mobilization, and coordination with local government units (LGUs) remain areas requiring further development. While participants demonstrated strong conceptual understanding, the application of competencies involving inter-agency coordination and service facilitation requires greater practical exposure. This pattern is consistent with foreign studies showing that training generally produces stronger gains in cognitive understanding than in complex functional competencies, which often require experiential learning and organizational support (Salas et al., 2021; Kraiger et al., 2020; Nguyen et al., 2023). Garcia et al. (2025) likewise emphasized the importance of clearly defined and contextually relevant training objectives in achieving learning outcomes.

Local literature similarly indicates that government training programs in the Philippines are effective in improving knowledge of policies, governance frameworks, and community engagement strategies but may encounter difficulties in translating knowledge into practice, particularly in service delivery and coordination with LGUs (PIDS, 2020, 2021; DILG, 2022). These institutional and operational constraints may explain the comparatively lower outcomes in practical service facilitation and intergovernmental collaboration.

Overall, the 4.00 (Fully Improved) rating confirms the strong effectiveness of the RCSP Training Program in achieving

its intended learning objectives. Nevertheless, the variation across indicators suggests that conceptual learning should be complemented by hands-on field exposure, simulations, practical exercises, inter-agency activities, mentoring, and post-training supervision. Strengthening these mechanisms can facilitate the transition from knowledge acquisition to behavioral application and ensure that participants are better prepared to implement RCSP objectives effectively in actual community settings.

Ability to Apply the Program's Key Principles in Community Settings. The results show that the overall median rating is 3.50, verbally interpreted as Fully Improved (FI). This indicates that respondents have generally developed a strong ability to apply the key principles of RCSP in community settings, although not at the highest level across all areas.

The findings revealed an overall median of 3.50 (Fully Improved) in the application of RCSP principles, indicating that respondents generally developed strong competencies in applying community-centered, values-based, and governance-oriented principles in actual community settings. The qualitative findings corroborate this result, particularly through accounts of strengthened partnership-building, transparency, accountability, conflict analysis, trust-building, and attention to both security and social concerns. These findings demonstrate that the training



effectively translated learning into practical community engagement and peacebuilding activities.

However, the results also revealed comparatively lower application in inter-agency coordination, communication, reporting, and multi-sector collaboration. Informants identified the need for stronger coordination among agencies, improved reporting and information-sharing systems, more consistent implementation across barangays, and sustained follow-up of community concerns. These findings suggest that while participants can effectively apply interpersonal and values-oriented competencies, more complex system-level competencies remain areas for further development.

The findings are consistent with foreign literature indicating that behavioral application is more challenging than knowledge acquisition because it requires opportunities for practice, organizational support, and real-world exposure (Kraiger et al., 2020; Salas et al., 2021; Nguyen et al., 2023). Similarly, Garcia et al. (2025) emphasized that inter-agency and systems-level implementation requires higher-order competencies such as strategic thinking, coordination, and leadership, which may not be fully developed through classroom-based training alone.

Local literature likewise supports these findings, showing that Philippine training programs can strengthen community engagement, ethical practices, and participatory governance but continue to encounter challenges in inter-agency coordination and integrated service delivery (DILG, 2022; PIDS, 2020, 2021). These challenges are particularly relevant to the RCSP's Whole-of-Nation Approach, which requires sustained collaboration among government agencies and community stakeholders.

Overall, the 3.50 (Fully Improved) rating confirms that the RCSP Training Program is effective in translating learning into community-based practice. Nevertheless, the variation across competencies indicates a need to strengthen coordination, communication, community facilitation, and multi-sectoral implementation. Incorporating inter-agency simulations, field-

based exercises, mentoring, coaching, and post-training support would provide participants with greater opportunities to practice complex competencies and reinforce their application in actual community settings.

Extent of Applying the New Knowledge and Skills Gained from the RCSP Training

Table 4 presents the extent to which respondents applied the knowledge and skills gained from the RCSP Training Program. The overall median rating is 3.25, verbally interpreted as Applied. This indicates that respondents are able to apply what they learned, but the application is moderate and not yet fully maximized across all areas.

The findings revealed an overall median of 3.25 (Applied), indicating that respondents generally applied the knowledge and skills gained from the RCSP Training Program in actual community settings, although the level of application was not yet fully consistent or maximized. Qualitative findings corroborate this result, particularly through accounts of community engagement, communication, trust-building, house-to-house visits, intelligence gathering, reporting, problem-solving, and conflict resolution. These experiences demonstrate that participants were able to transfer training competencies to actual RCSP activities, particularly in structured and routine field tasks.

However, the findings also revealed variability in the depth, consistency, and sustainability of behavioral application. Participants identified challenges in community interaction, communication, coordination, and trust-building, with effectiveness often depending on the frequency of community visits, active engagement, and existing coordination mechanisms. This suggests a gap between acquiring knowledge and consistently applying it in complex community situations. The results therefore indicate that participants were more comfortable performing structured and procedural tasks than managing dynamic interpersonal and participatory processes.

Table 4. Extent of Applying the New Knowledge and Skills Gained from the RCSP Training

A. Interaction with Communities	Med	VI
1. Engaging actively the community members in discussions about local peace and order concerns	2.00	LA
2. Communicating effectively with community leaders and residents regarding RCSP initiatives	2.00	LA
3. Facilitating community dialogues or consultations to identify local issues	3.00	A
4. Encouraging community participation in peace and development activities	3.00	A
5. Collaborating with barangay officials and community stakeholders	4.00	FA
6. Building trust and rapport with community members through regular engagement	2.00	LA
7. Listening and responding to the concerns raised by residents	3.00	A
8. Promoting cooperation between the police and community members	3.50	FA
9. Encouraging residents to participate in problem-solving activities	3.00	A
10. Maintaining professional and respectful communication with community members	4.00	FA
Overall (Interaction with Communities)	3.00	A
B. Implementation of RCSP Activities		
1. Participating in RCSP-related community immersion or engagement activities	3.00	A
2. Assisting in identifying community issues and development concerns	3.00	A



3. Contributing to the planning of RCSP activities in the community	3.00	A
4. Coordinating with local government units and partner agencies	3.00	A
5. Helping facilitate community meetings related to RCSP programs	3.50	FA
6. Supporting the implementation of development initiatives identified by the community	4.00	FA
7. Documenting and reporting community concerns to appropriate authorities	3.50	FA
8. Assisting in monitoring the progress of RCSP activities in the community	4.00	FA
9. Participating in inter-agency coordination related to RCSP implementation	4.00	FA
10. Contributing actively to the successful implementation of RCSP programs in the community	4.00	FA
Overall (Implementation of RCSP Activities)	3.50	FA
Overall Median	3.25	A

FA-Fully Applied; A-Applied, LA-Less Applied

These findings are consistent with foreign literature emphasizing that behavioral transfer is one of the most difficult levels of training effectiveness to achieve (Kraiger et al., 2020; Nguyen et al., 2023). Although training can produce substantial improvements in knowledge, the transfer of learning depends on opportunities for practice, organizational support, supervision, and reinforcement (Salas et al., 2021). Similarly, interpersonal and community engagement competencies require repeated experiential exposure rather than classroom instruction alone (Arthur et al., 2020).

Local literature likewise indicates that Philippine training programs may produce strong learning outcomes while experiencing inconsistencies in field application, particularly in community-based programs (PIDS, 2020; DILG, 2022). DILG (2022) emphasizes the importance of community engagement and trust-building in RCSP implementation, while PIDS (2021) notes that implementers may demonstrate greater competence in administrative and procedural functions than in facilitation and participatory engagement. These observations closely correspond with the present findings.

Overall, the 3.25 (Applied) rating confirms that the RCSP Training Program has achieved a meaningful degree of transfer of learning into practice, but behavioral application remains an area for further strengthening. The findings highlight the need for continuous field immersion, mentoring, coaching, supervision, experiential learning, and post-training reinforcement to strengthen communication, community facilitation, trust-building, and other complex interpersonal competencies. Sustained support beyond the training period is therefore essential to transform acquired knowledge and skills into consistent and institutionalized RCSP practices.

Interaction with Communities. The data indicate that the overall median rating is 3.00, interpreted as Applied. This signifies that the RCSP Training Program has been highly effective in enhancing respondents' understanding of its core objectives. Most indicators received a rating of 4, particularly those related to identifying community issues, promoting participation, bridging governance gaps, and supporting peace and development initiatives.

However, a few indicators were rated lower at 3 (Improved), specifically facilitating the delivery of government

services, assisting communities in accessing basic services, and collaborating with Local Government Units (LGUs). This pattern suggests that respondents have strong conceptual understanding of RCSP goals, but relatively less confidence in operational and coordination-related tasks.

The findings revealed an overall median of 4.00 (Fully Applied), indicating that the RCSP Training Program was highly effective in enabling respondents to understand and apply its core objectives in actual community settings. Qualitative findings corroborated this result, particularly through participants' accounts of house-to-house visits, community dialogues, problem identification, participation, awareness-building, and trust-building. These experiences demonstrate strong application of RCSP principles in strengthening police–community relations, encouraging community participation, and addressing local peace and order concerns.

However, the findings also revealed comparatively lower ratings (3.00, Improved) in service delivery, intelligence and reporting systems, inter-agency coordination, and operational implementation. While respondents demonstrated strong conceptual and relational competencies, challenges remained in coordinating with barangay officials and other stakeholders, improving information systems, responding promptly to community concerns, and ensuring consistent implementation. This suggests that strong understanding of RCSP objectives does not automatically translate into equally strong operational execution.

These findings are consistent with foreign studies showing that well-structured and contextually relevant training can substantially improve participants' understanding of program objectives and core concepts (Salas et al., 2021; Garcia et al., 2025). However, operational competencies such as service delivery and inter-agency coordination are more difficult to develop through training alone because they require practical experience, organizational support, and opportunities for application (Kraiger et al., 2020; Nguyen et al., 2023).

Local literature similarly indicates that Philippine government training programs effectively enhance knowledge of governance and community engagement but continue to encounter challenges in inter-agency coordination, service delivery, and field-level implementation (PIDS, 2020, 2021; DILG, 2022). These findings reinforce the distinction between



conceptual learning and operational application, particularly where implementation depends on institutional coordination and available resources.

Overall, the 4.00 (Fully Applied) rating confirms the strong effectiveness of the RCSP Training Program in translating its core objectives into community-based practice. Nevertheless, the variation across indicators highlights the need to strengthen practical service delivery, inter-agency coordination, intelligence and reporting systems, and field-based implementation. Integrating hands-on exercises, field immersion, coordination simulations, mentoring, and post-training support can help bridge the gap between conceptual competence and operational performance, thereby maximizing the program's contribution to effective community-based peace and development initiatives.

Implementation of RCSP Activities. The results show that the overall median rating is 3.50, interpreted as Fully Applied. This indicates that respondents have generally developed a strong ability to implement RCSP-related activities in community settings.

A closer examination reveals two patterns. Indicators rated "Fully Applied" include facilitating community meetings, supporting development initiatives, documenting and reporting concerns, monitoring RCSP activities, participating in inter-agency coordination, and contributing to overall program implementation. Indicators rated "Applied" include participation in immersion activities, identifying community issues, planning RCSP activities, and coordinating with LGUs and partner agencies. This suggests that respondents perform better in execution and operational tasks than in initial engagement, planning, and coordination processes.

The rating indicates that participants have successfully transitioned from learning to actual application of skills, reflecting achievement at the Behavior Level of the Kirkpatrick Model. However, the variation in ratings highlights a key distinction which include stronger in structured and task-oriented implementation and moderate in preparatory and collaborative functions. This implies that respondents are more confident when performing clearly defined responsibilities, but less confident in tasks that require initiative, planning, and coordination with multiple stakeholders.

The findings revealed an overall median of 3.50 (Fully Applied), indicating that respondents generally demonstrated a strong ability to implement RCSP activities in community settings. Qualitative findings corroborated this result, particularly through evidence of effective community dialogues, program implementation, monitoring, documentation, reporting, partnership-building, and responsiveness to community concerns. These findings suggest that participants are particularly competent in executing structured activities once established procedures and plans are in place.

However, the findings also revealed comparatively lower application in planning, needs assessment, community immersion, and inter-agency coordination. Informants identified challenges in coordinating with barangay officials and partner agencies and emphasized the need for stronger planning and

engagement mechanisms. Community responses likewise indicated that participation and responsiveness vary according to the regularity of visits and coordination efforts. This suggests that although implementation capacity is strong, upstream processes that require analysis, participatory planning, and multi-stakeholder coordination remain less consistently developed.

These findings are consistent with foreign literature showing that training is effective in developing task-related performance when activities are structured and clearly defined (Salas et al., 2021; Kraiger et al., 2020). However, higher-level competencies such as planning, needs assessment, coordination, and problem identification require experiential learning, organizational support, and opportunities for real-world practice (Nguyen et al., 2023; Garcia et al., 2025). This helps explain the stronger performance in execution compared with planning and coordination.

Local literature similarly indicates that Philippine government training programs effectively prepare personnel for implementation and administrative functions but may encounter challenges in community needs assessment, participatory planning, and inter-agency coordination (PIDS, 2020; DILG, 2022). DILG's RCSP-related reports further emphasize that implementation capacity may be affected by institutional and operational barriers, while field immersion and sustained community engagement are important for strengthening practical competencies.

Overall, the 3.50 (Fully Applied) rating confirms that the RCSP Training Program effectively equips participants to implement community-based activities. Nevertheless, the variation across indicators indicates the need to strengthen strategic planning, needs assessment, community immersion, and inter-agency coordination. Incorporating hands-on planning exercises, coordination simulations, field immersion, mentoring, and continuous capacity-building would help participants develop both the strategic and operational competencies necessary for more effective and sustainable RCSP implementation.

Extent to which the RCSP Training Demonstrably Impacted the Effectiveness of Community Support Efforts

Table 6 shows an overall median of 3.50, verbally interpreted as Very High Impact (VHI). This indicates that the RCSP Training Program has demonstrably and significantly improved the effectiveness of community support efforts across key dimensions such as participation, satisfaction, partnerships, and peace and order.

The rating means that the outcomes of the training are clearly observable and consistent, widely experienced by respondents and communities, and indicative of strong program effectiveness at the Results Level of the Kirkpatrick Model.

The qualitative findings corroborate the quantitative result, which yielded an overall median of 3.50 (Very High Impact), indicating that the RCSP Training Program has generated substantial positive effects on community support efforts. Informants consistently reported improvements in community participation, trust, responsiveness, partnerships, and



peace and order. Police officers highlighted stronger police–community relationships, immediate response to concerns, structured implementation, and increased community involvement. Community members likewise confirmed that regular police visits and dialogues provide opportunities to voice concerns and improve their sense of safety.

However, some areas, particularly inter-agency coordination, information-sharing, and sustained partnerships, were identified as needing further improvement. Police officers noted the need for stronger coordination among agencies,

improved reporting systems, and more consistent implementation across barangays. Community members also suggested greater follow-up and expanded activities to sustain participation.

These findings indicate that the RCSP Training Program has produced strong community-level outcomes, particularly in engagement, trust-building, participation, and peace and order. However, the results should not be attributed solely to training, as community outcomes may also be influenced by other organizational and environmental factors.

Table 6. Extent to which the RCSP Training Demonstrably Impacted the Effectiveness of Community Support Efforts

A. Community Participation Rates	Med	VI
1. Increased number of community members participating in RCSP activities	3.50	VHI
2. Improved attendance of residents in community meetings and consultations	3.50	VHI
3. Greater involvement of community leaders in local development initiatives	3.50	VHI
4. Increased participation of various sectors (youth, women, senior citizens) in community programs	3.00	HI
5. Active participation of barangay officials in RCSP-related activities	4.00	VHI
6. Increased volunteerism among residents in peace and order initiatives	3.50	VHI
7. Improved collaboration between community members and government personnel	3.50	VHI
8. Greater participation of citizens in identifying community issues and concerns	3.50	VHI
9. Increased engagement of residents in problem-solving activities for local issues	3.00	HI
10. Overall improvement in community participation in governance and development programs	3.50	VHI
Overall (Community Participation Rates)	3.50	VHI
B. Community Feedback and Satisfaction		
1. Improved level of trust of community members toward government authorities	3.50	VHI
2. Positive feedback from residents regarding RCSP implementation	3.50	VHI
3. Increased community satisfaction with government services delivered in the barangay	3.50	VHI
4. Improved communication between community members and local authorities	3.50	VHI
5. Greater openness of residents in sharing concerns with authorities	3.50	VHI
6. Increased perception of government responsiveness to community needs	3.00	HI
7. Enhanced sense of safety among community members	3.50	VHI
8. Improved public perception of police and government presence in the community	3.50	VHI
9. Greater community support for peace and development initiatives	3.50	VHI
10. Overall improvement in community satisfaction with RCSP-related activities	3.50	VHI
Overall (Community Feedback and Satisfaction)	3.50	VHI
C. Partnerships with Local Organizations		
1. Increased partnerships between government agencies and local organizations	3.00	HI
2. Improved collaboration with civil society organizations in community programs	3.50	VHI
3. Stronger coordination between the police and local government units	3.50	VHI
4. Increased participation of non-government organizations in development initiatives	3.00	HI
5. Improved engagement with schools, religious groups, and community associations	3.50	VHI
6. More joint activities conducted with community-based organizations	3.00	HI
7. Enhanced support from private sector partners in community projects	3.00	HI
8. Improved coordination among agencies implementing RCSP programs	3.00	HI
9. Greater sharing of resources and expertise among stakeholders	3.00	HI
10. Overall strengthening of multi-sectoral partnerships in the community	3.50	VHI
Overall (Partnerships with Local Organizations)	3.00	HI
D. Decreasing Index Crimes		
1. Reduction in reported cases of theft in the community	3.50	VHI
2. Reduction in incidents of robbery	3.50	VHI
3. Reduction in cases of physical injuries related to community conflicts	3.50	VHI



4. Reduction in violent crimes in the barangay	3.50	VHI
5. Improved reporting and monitoring of crime incidents	3.00	HI
6. Increased community cooperation in crime prevention efforts	3.00	HI
7. Improved community awareness of crime prevention strategies	3.50	VHI
8. Faster response of authorities to crime incidents	3.50	VHI
9. Improved perception of peace and order in the community	3.50	VHI
10. Overall decrease in index crime incidents in the area	3.50	VHI
Overall (Decreasing Index Crimes)	3.50	VHI
Overall Median	3.50	VHI

VHI- Very High Impact; HI- High Impact

The findings are consistent with foreign literature showing that effective training can contribute to improved participation, service delivery, and collaboration (Banerjee et al., 2020; Garcia et al., 2025). Studies also emphasize that results-level outcomes are influenced by multiple factors beyond training alone (Nguyen et al., 2023). Similarly, Philippine studies report that community-based programs can enhance participation, public trust, and governance engagement, while challenges remain in inter-agency coordination and resource integration (DILG, 2022; PIDS, 2020, 2021).

Overall, the 3.50 (Very High Impact) rating demonstrates that the RCSP Training Program has achieved strong community-level results, particularly in participation, trust, satisfaction, and peace and order. To further enhance its effectiveness, the program should strengthen multi-sectoral partnerships, coordination mechanisms, follow-up activities, and continuous monitoring and evaluation to sustain and expand these gains.

Community Participation Rates. The table shows an overall median of 3.50, verbally interpreted as Very High Impact (VHI). This indicates that the RCSP Training Program has produced a strong and observable improvement in community participation across most indicators, suggesting that the program is effective in mobilizing residents and strengthening civic engagement.

The qualitative findings corroborate the quantitative result, which yielded an overall median of 3.50 (Very High Impact), indicating that the RCSP Training Program has significantly strengthened community participation, civic engagement, and collaboration. Informants consistently described increased opportunities for residents to communicate with police, participate in community activities, and contribute to addressing local peace and order concerns. Police officers highlighted the effectiveness of community engagement, forums, dialogues, and partnership-building in strengthening trust and encouraging residents to participate in maintaining peace and order. Community members likewise confirmed that regular meetings and direct interactions with police provide opportunities to express concerns and contribute to community problem-solving.

However, the qualitative findings also revealed areas for improvement, particularly in inclusive and sustained participation. Some informants noted the need for more regular community meetings and stronger engagement of specific sectors, including youth, women, and senior citizens. The findings further

suggest that while residents participate actively in organized activities, deeper involvement in decision-making, problem-solving, and planning remains less developed.

These findings indicate that RCSP has a strong mobilizing effect at the community level and has improved collaboration between residents and local authorities. Nevertheless, sustaining and deepening participation requires greater emphasis on inclusive engagement, community empowerment, leadership development, and participatory planning.

The findings are consistent with foreign and local literature showing that training and community-based programs can enhance civic participation and government–community collaboration (Banerjee et al., 2020; Salas et al., 2021; DILG, 2022; PIDS, 2021). However, research also indicates that participation is generally stronger in structured activities than in deeper forms of engagement, such as decision-making and problem-solving (Nguyen et al., 2023).

Overall, the 3.50 (Very High Impact) rating demonstrates that the RCSP Training Program is highly effective in promoting community participation and engagement. To further strengthen its impact, the program should expand inclusive sectoral participation and opportunities for meaningful involvement in decision-making and community problem-solving.

Community Feedback and Satisfaction. The table shows an overall median of 3.50, interpreted as Very High Impact (VHI). This indicates that the RCSP Training Program has produced a strong positive effect on community perceptions, satisfaction, and trust toward government authorities and RCSP implementation. Overall, respondents perceive that the program has significantly improved government-community relations, particularly in terms of trust-building, communication, and perceived safety.

The qualitative findings corroborate the quantitative result, which yielded an overall median of **3.50 (Very High Impact)**, indicating that the RCSP Training Program has significantly improved community trust, satisfaction, communication, and perceptions of safety. Informants consistently described stronger government–community relations, more open communication, and improved responsiveness. Police officers emphasized that community engagement activities, dialogues, and forums help build trust and reduce fear, while community members confirmed that regular



police visits and faster responses provide opportunities to express concerns and strengthen their sense of security.

The findings also indicate improved communication and accountability, as community forums and dialogues provide channels for residents to raise peace and order concerns. However, some weaknesses remain in government responsiveness and follow-through. Informants identified the need for improved reporting and information-sharing systems, stronger monitoring and evaluation, and more consistent follow-up on community concerns. These findings explain the comparatively lower 3.00 (High Impact) rating for responsiveness.

Overall, RCSP has strengthened trust, communication, satisfaction, and perceived safety within communities. However, sustaining these positive perceptions requires more consistent and timely government action, stronger feedback mechanisms, and continued community engagement.

The findings are consistent with foreign and local literature indicating that community-based programs can improve public trust, satisfaction, communication, and government-community relations (Banerjee et al., 2020; Salas et al., 2021; DILG, 2022; PIDS, 2021). Literature also suggests that perceived responsiveness may remain comparatively weaker because it depends on actual service delivery, resource availability, and timely follow-through (Nguyen et al., 2023).

In conclusion, the 3.50 (Very High Impact) rating demonstrates that the RCSP Training Program has been highly effective in improving community feedback, satisfaction, trust, and communication with authorities. To further enhance its impact, the program should prioritize faster responsiveness, effective feedback mechanisms, consistent follow-up, and sustained community engagement.

Partnerships with Local Organizations. The table shows an overall median of 3.00, verbally interpreted as High Impact (HI). This indicates that the RCSP Training Program has generated a moderate level of improvement in partnerships and collaboration with local organizations, but this area remains the least developed among the four result indicators presented in the study.

While some aspects show strong improvement, the overall result suggests that multi-sectoral coordination is improving but not yet fully strengthened or consistently sustained across all stakeholder groups.

The qualitative findings corroborate the quantitative result, which yielded an overall median of 3.00 (High Impact), indicating that the RCSP Training Program has moderately strengthened partnerships and collaboration with local organizations. Although collaboration has improved, it remains the least developed among the four result indicators and is not yet fully institutionalized across sectors.

Informants identified police-LGU and community partnerships as key strengths. Police officers noted effective coordination with barangay officials, local leaders, and community organizations, while partnership-building activities promote shared responsibility for peace and order. These findings support the

higher 3.50 (Very High Impact) ratings for collaboration with LGUs and community-based organizations.

However, collaboration remains uneven. Informants identified weaknesses in inter-agency coordination, information-sharing, implementation consistency, and resource sharing. Limited budgets and insufficient resources also constrain broader stakeholder involvement, particularly beyond government and community organizations. These concerns explain the overall 3.00 (High Impact) rating.

The findings indicate that RCSP has established moderate progress in multi-sectoral collaboration, with stronger government-community linkages but weaker private sector participation, joint planning, and resource-sharing mechanisms. This pattern is consistent with foreign and local literature showing that sustained partnerships are difficult to achieve because of coordination, institutional, and resource constraints (Nguyen et al., 2023; Garcia et al., 2025; Salas et al., 2021; DILG, 2022; PIDS, 2021).

Overall, the 3.00 (High Impact) rating demonstrates that RCSP has made meaningful progress in strengthening local partnerships, particularly with LGUs and community organizations. To further improve outcomes, the program should strengthen inter-agency coordination, expand private sector participation, and institutionalize joint planning and resource-sharing mechanisms to promote more integrated and sustainable community support.

Decreasing Index Crimes. The table shows an overall median of 3.50, verbally interpreted as Very High Impact (VHI). This indicates that the RCSP Training Program has produced a strong perceived improvement in peace and order conditions within the community, particularly in reducing crime incidence and improving public safety. Overall, respondents perceive that RCSP has contributed meaningfully to crime reduction, faster response of authorities, and improved peace and order awareness.

The qualitative findings strongly corroborate the quantitative results, indicating that RCSP has achieved moderate progress in multi-sectoral collaboration, with partnerships developing but not yet fully institutionalized. Stronger linkages are evident among police, LGUs, and community organizations, particularly through partnership-building and shared responsibility for peace and order. However, broader stakeholder participation, especially from the private sector, remains limited.

The findings also reveal challenges in inter-agency coordination, resource sharing, monitoring, and joint implementation. Informants emphasized the need for clearer coordination protocols, standardized implementation across barangays, adequate logistical and financial resources, and stronger monitoring and follow-up mechanisms. Community members likewise called for more regular meetings, stronger coordination with community leaders, expanded youth programs, and improved outreach to remote areas.

Overall, the findings confirm that RCSP has established foundational partnerships but that collaboration remains uneven and incomplete. Strengthening formal coordination structures, institutionalizing resource-sharing mechanisms, expanding



stakeholder participation, and ensuring sustained funding are necessary to achieve more integrated and sustainable partnerships.

Regarding peace and order outcomes, the findings indicate a positive impact, reflected in improved perceptions of safety, stronger police visibility and responsiveness, and reported reductions in crime-related incidents. However, greater community participation in crime reporting, prevention, and information-sharing remains necessary. The findings are consistent with foreign and local literature showing that community-based programs can improve social cohesion, police–community cooperation, and perceived safety, while sustained crime prevention requires active citizen participation and integrated policing strategies (Nguyen et al., 2023; Banerjee et al., 2020; Salas et al., 2021; DILG, 2022; PIDS, 2021).

In conclusion, the 3.50 (Very High Impact) rating demonstrates that RCSP has significantly contributed to peace and order, community safety, and crime prevention. To sustain

these gains, the program should strengthen community participation, crime-reporting mechanisms, monitoring systems, and integrated police–community strategies.

Significant Relationships Between and Among the Respondents' Reaction, Learning, Behavior, and Results Following Kirkpatrick's Model of Training Evaluation

Table 7 presents the relationships among Reaction, Learning, Behavior, and Results based on the Kirkpatrick Model of Training Evaluation. The results show that all variables are interpreted as having positive relationships, ranging from moderate to strong positive, and are all considered significant based on the study's decision criteria. Overall, the findings suggest that the four levels of the Kirkpatrick Model are interconnected and mutually reinforcing, meaning that improvements in one level are associated with improvements in the others.

Table 7. Significant Relationships Between and Among the Respondents' Reaction, Learning, Behavior, and Results Following Kirkpatrick's Model of Training Evaluation

Variables	p-value	Interpretation	Decision
Reaction vs Learning	0.68	Strong Positive	Significant
Reaction vs Behavior	0.52	Moderate Positive	Significant
Reaction vs Results	0.71	Strong Positive	Significant
Learning vs Behavior	0.49	Moderate Positive	Significant
Learning vs Results	0.73	Strong Positive	Significant
Behavior vs Results	0.65	Strong Positive	Significant

The findings reveal significant positive relationships among all four levels of Kirkpatrick's Model, with correlation coefficients ranging from moderate to strong. Reaction and Behavior ($r = 0.52$) showed a moderate positive relationship, indicating that satisfaction is associated with the application of learning, although other factors such as field exposure and support systems also influence behavior. Reaction and Results ($r = 0.71$) demonstrated a strong positive relationship, suggesting that positive training experiences are associated with better community-level outcomes.

Similarly, Learning and Behavior ($r = 0.49$) showed a moderate positive relationship, indicating a potential gap between knowledge acquisition and its actual application. In contrast, Learning and Results ($r = 0.73$) showed the strongest relationship, suggesting that improved understanding of RCSP principles is strongly associated with better program outcomes. Behavior and Results ($r = 0.65$) also demonstrated a strong positive relationship, highlighting the importance of applying acquired knowledge and skills in achieving community-level results.

Overall, the results confirm that the four Kirkpatrick levels are interconnected, with the strongest relationships observed between Learning and Results ($r = 0.73$) and Reaction and Results ($r = 0.71$). The weakest relationship was between Learning and Behavior ($r = 0.49$), highlighting the knowledge–practice gap.

These findings support the use of Kirkpatrick's Model in evaluating the RCSP Training Program and emphasize the

importance of moving beyond knowledge acquisition toward actual behavioral application. Consistent with Salas et al. (2021), Kraiger et al. (2020), DILG (2022), and PIDS (2021), effective transfer requires field exposure, mentoring, coaching, experiential learning, practical exercises, and continuous reinforcement.

In conclusion, RCSP training is most effective when positive participant reactions and strong learning are translated into consistent behavior, which ultimately contributes to improved community-level results. The moderate Learning–Behavior relationship underscores the need to strengthen practical application mechanisms to ensure that training knowledge is consistently transformed into effective community action.

Key Strengths and Weaknesses of the Program and Potential Improvement to Address the Identified Weaknesses

Using a phenomenological approach by Braun and Clarke (2022), this section presents the insights of 15 police officers and 5 community members regarding the question: For Training Participants and Community Members: What are the key strengths and weaknesses of the program and what potential improvements could address the identified weaknesses? Each category under the core question, consisting of strengths, weaknesses, and potential improvement, has two probing questions.



Aspects of the RCSP Considered Most Effective in Achieving the Objectives. The aspects of the RCSP which are considered by the informants as most effective in achieving its objectives result into the generation of five themes: Strengthened Police-Community Communications, Enhanced Community Participation and Collaboration, Improved Trust, Transparency, and Public Confidence, Effective Problem Identification and Immediate Response, and Community Education and Crime Prevention Awareness.

Theme 1: Strengthened Police-Community Communication.

This theme highlights the importance of open communication and regular interaction between police officers and community members through dialogues, consultations, house-to-house visits, and community meetings. Participants emphasized that these activities improve understanding, encourage residents to openly share their concerns, and strengthen trust between the police and the community. Police Officer 1 noted that RCSP strengthens police-community communication and facilitates quicker identification of local concerns, while Police Officer 3 emphasized that house-to-house consultations encourage residents to share security problems. Police Officer 6 likewise highlighted that regular dialogues build trust and reduce fear, while Community Members 1 and 2 noted that police visits and community meetings provide opportunities to express peace and order concerns. These findings indicate that consistent communication enhances trust, participation, transparency, and responsiveness, allowing police officers to identify and address community concerns more effectively. The finding is consistent with Nguyen et al. (2023), WHO (2021), Kirkpatrick and Kirkpatrick (2021), and DILG (2021), which emphasize communication, participatory engagement, and direct community interaction as important mechanisms for strengthening collaboration, responsiveness, and trust. Overall, the theme demonstrates that communication serves not merely as an exchange of information but as a foundation for stronger police-community relationships and more effective RCSP implementation.

Theme 2: Enhanced Community Participation and Collaboration.

This theme highlights the active involvement of residents, barangay officials, local government units, and other stakeholders in maintaining peace and order. Participants emphasized that collaboration and partnership-building promote shared responsibility, improve coordination, and strengthen community involvement in addressing local concerns. Police Officer 2 highlighted collaboration with barangay officials and community leaders, while Police Officer 4 emphasized that the program makes residents feel involved in maintaining peace and security. Police Officer 8 noted enhanced cooperation with LGUs and other stakeholders, and Police Officer 14 emphasized collective responsibility in maintaining peace and order. Community Member 4 likewise observed that stronger cooperation between residents and police makes the community feel safer. These findings are consistent with Banerjee et al. (2020), Nguyen et al. (2023), Smith et al. (2021), and DILG

(2021), which emphasize that community participation and multi-sectoral collaboration strengthen program implementation, shared accountability, and sustainability. Overall, the theme demonstrates that RCSP is more effective when peace and order efforts are treated as a shared responsibility involving police, government institutions, and the community.

Theme 3: Improved Trust, Transparency, and Public Confidence.

This theme emphasizes the role of trust-building, transparency, accountability, and direct engagement in strengthening public confidence in law enforcement. Participants indicated that prompt responses, open communication, and opportunities for direct interaction reduce fear and encourage residents to cooperate with police authorities. Police Officer 7 noted that problem-solving and immediate response improve public confidence, while Police Officer 11 emphasized that established trust encourages community members to share information. Police Officer 13 further highlighted that direct communication promotes transparency and accountability. These findings indicate that when police personnel are perceived as accessible, responsive, and accountable, residents become more willing to communicate concerns and support crime prevention efforts. The findings are consistent with Rahman et al. (2025) and Nguyen et al. (2023), which emphasize trust and community engagement as essential to sustained cooperation, and with NTF-ELCAC (2021), which highlights the importance of community engagement and trust in improving peace and order outcomes. Overall, the theme demonstrates that transparency and responsiveness strengthen police-community trust, increase public confidence, and contribute to more effective law enforcement and community safety.

Theme 4: Effective Problem Identification and Immediate Response.

This theme highlights the RCSP program's capacity to identify community concerns and facilitate timely responses through immersion, direct engagement, and proactive problem-solving. Police Officer 10 emphasized that immersion activities help officers better understand community needs and conditions, while Police Officer 12 noted that immediate identification of concerns and faster implementation of solutions contribute to program effectiveness. Community Member 3 likewise observed faster police responses to incidents and community concerns. These findings indicate that direct community engagement improves the ability of police personnel to recognize problems accurately and respond before concerns escalate. The findings are consistent with Lopez et al. (2021), DILG (2022), and Smith et al. (2021), which emphasize field exposure, community immersion, and structured community-based interventions as important mechanisms for improving responsiveness and implementation. Overall, the theme demonstrates that proactive engagement and immersion strengthen police responsiveness, facilitate timely interventions, and improve the resolution of community concerns.

Theme 5: Community Education and Crime Prevention Awareness.

This theme emphasizes the role of information



campaigns and awareness activities in improving residents' knowledge of crime prevention and community safety. Police Officer 9 identified information and awareness campaigns as effective in educating residents about crime prevention, while Community Member 5 similarly recognized their value in increasing understanding of community safety. These findings suggest that continuous education promotes greater awareness, vigilance, and participation in crime prevention efforts, enabling residents to recognize risks and adopt appropriate preventive behaviors. The findings are supported by Garcia et al. (2025), WHO (2021), and DILG (2022), which emphasize the importance of community education and information dissemination in strengthening safety awareness and participation. The theme also corresponds with the **Learning level of the Kirkpatrick Model**, wherein knowledge gained through training and awareness activities can influence subsequent behavior and community outcomes (Kirkpatrick & Kirkpatrick, 2021). Overall, the theme demonstrates that sustained community education empowers residents to become more informed and active partners in maintaining peace and order.

Synthesis of Themes. The thematic analysis identified five major aspects of the RCSP considered most effective in achieving its objectives: Strengthened Police–Community Communication, Enhanced Community Participation and Collaboration, Improved Trust, Transparency, and Public Confidence, Effective Problem Identification and Immediate Response, and Community Education and Crime Prevention Awareness. Collectively, the findings show that RCSP effectiveness is anchored in regular communication, collaborative participation, trust-building, responsive problem-solving, and continuous community education. Police officers and community members emphasized that dialogues, consultations, immersion activities, and awareness campaigns strengthen police–community relationships, facilitate the identification of local concerns, and encourage shared responsibility for peace and order. The findings further indicate that direct engagement and responsive action improve public confidence and encourage residents to participate more actively in crime prevention and community problem-solving. Overall, the five themes demonstrate that RCSP functions effectively as a participatory and community-centered approach to policing, strengthening cooperation between law enforcement and communities while promoting more responsive, informed, and sustainable peace and order initiatives.

Areas of the RCSP Program Found Less Effective or in Need of Improvement. The responses were analyzed and categorized into major themes that reflect the participants' experiences, observations, and recommendations concerning the implementation of the program. Four themes were generated: Insufficient Resources and Operational Support, Need for Continuous Training and Capacity Development, Strengthening Community Engagement and Trust-Building, and Improving Program Coordination, Monitoring, and Sustainability.

Theme 1: Insufficient Resources and Operational Support.

Insufficient resources and operational support emerged as a major challenge affecting the implementation and sustainability of the RCSP program. Participants identified manpower shortages, excessive workloads, inadequate logistical resources, and budget constraints as factors that limit the ability of police officers to consistently perform community-oriented activities and respond promptly to community concerns. Police Officer 1 noted that officers sometimes handle too many responsibilities because of limited manpower, while Community Member 1 observed that personnel shortages may result in delayed responses. Police Officer 3 further emphasized the need for better transportation and communication equipment, particularly for field activities, while Police Officer 12 identified budget limitations as a challenge to sustaining RCSP activities. These findings suggest that even when police personnel possess the necessary knowledge and skills, their effective application may be constrained by inadequate organizational support and operational resources. This is consistent with Blume et al. (2020), Nguyen et al. (2023), Alsalamah and Callinan (2021), and Patel et al. (2022), who emphasized the importance of organizational support, staffing, logistics, and contextual conditions in translating training into effective workplace performance. Local literature likewise identifies personnel, institutional capacity, funding, and operational support as important considerations in sustaining RCSP and local governance initiatives (PIDS, 2020, 2023, 2024; DILG, 2022). The findings also relate to the Behavior and Results levels of the Kirkpatrick Model, wherein the application of training and achievement of organizational or community outcomes depend not only on the quality of training but also on the availability of institutional support and resources (Kirkpatrick & Kirkpatrick, 2021). Overall, the theme demonstrates that strengthening manpower allocation, logistical support, and funding is essential to ensure that RCSP-trained personnel can consistently apply their competencies and deliver timely, effective, and sustainable community-based services.

Theme 2: Need for Continuous Training and Capacity Development.

The need for continuous training and capacity development emerged as an important challenge in sustaining effective RCSP implementation. Participants emphasized that regular, updated, and specialized training is necessary to enhance police officers' competencies, operational efficiency, and ability to respond to evolving community concerns. Police Officer 4 noted the need for more frequent training to provide continuous updates on community policing strategies, while Police Officer 7 emphasized improving reporting and information-sharing systems. Police Officer 10 further highlighted the need for specialized training in handling sensitive social issues and vulnerable groups, and Police Officer 14 stressed the importance of strengthening monitoring and evaluation processes. These findings suggest that one-time training is insufficient to sustain effective community policing, as officers require continuous opportunities to update their knowledge, strengthen technical and interpersonal skills, and adapt to changing field conditions. This is consistent with Salas et al. (2021) and Garcia et al. (2025), who



emphasized that continuous training promotes knowledge retention, adaptability, and competency development, while Nguyen et al. (2023) highlighted the value of specialized and context-sensitive training in addressing complex community concerns. Local literature similarly emphasizes capacity-building in community engagement, conflict sensitivity, documentation, and participatory approaches (DILG, 2021, 2022; PIDS, 2020; AIM, 2021). The findings also correspond to the Learning and Behavior levels of the Kirkpatrick Model, as continuous professional development strengthens knowledge and skills while facilitating their application in actual workplace and community settings (Kirkpatrick & Kirkpatrick, 2021). Overall, the theme demonstrates that sustained professional development, specialized training, technical capacity-building, and strengthened monitoring and evaluation are essential for maintaining competent, responsive, and adaptable police personnel in RCSP implementation.

Theme 3: Strengthening Community Engagement and Trust-Building. Strengthening community engagement and trust-building emerged as an important area for improvement in RCSP implementation. Participants identified low participation, fear, hesitation, and limited communication as factors that continue to constrain police–community collaboration. Police Officer 5 noted that some residents have low participation, while Police Officer 13 and Community Member 3 emphasized that hesitation and fear discourage residents from cooperating and reporting concerns. Community Member 2 further called for more regular community meetings, while Community Member 4 emphasized extending awareness campaigns to residents in remote areas. These findings suggest that sustained, inclusive, and accessible engagement is necessary to strengthen public confidence and encourage residents to participate actively in peace and order initiatives. The findings are consistent with Nguyen et al. (2023), who emphasized that stakeholder participation and shared responsibility are essential to sustaining community-based programs, and WHO (2021), which highlighted the importance of accessible and participatory communication channels. The findings also relate to the Reaction and Results levels of the Kirkpatrick Model, wherein positive experiences with community engagement can encourage cooperation and contribute to improved community outcomes (Kirkpatrick & Kirkpatrick, 2021). Overall, the theme demonstrates the need for regular consultations, transparent communication, inclusive awareness campaigns, and targeted outreach to underserved areas to strengthen police–community trust and ensure broader participation in RCSP activities.

Theme 4: Improving Program Coordination, Monitoring, and Sustainability. Improving program coordination, monitoring, and sustainability emerged as another critical area for strengthening RCSP implementation. Participants identified limited follow-up, weak inter-agency coordination, inconsistent implementation across barangays, resource limitations, and the need for sustained youth-focused activities as major concerns. Police Officer 2 noted that some community concerns are not

regularly monitored after consultations, while Police Officer 6 emphasized the need for stronger inter-agency coordination because some issues require support beyond the police sector. Police Officer 8 likewise pointed to inconsistencies in implementation across barangays, while Police Officer 9 identified the need for additional resources for community awareness campaigns. Police Officer 15 and Community Member 5 further emphasized the importance of expanding youth-oriented activities and strengthening follow-up mechanisms. These findings suggest that RCSP effectiveness depends not only on initial implementation but also on continuous monitoring, coordinated action, adequate resources, and sustainable community initiatives. The findings are consistent with Banerjee et al. (2020) and Nguyen et al. (2023), who emphasized the importance of sustained stakeholder engagement and initiatives addressing vulnerable groups, including youth. Rahman et al. (2025) likewise highlighted the value of continuous follow-up and monitoring in sustaining community-based program outcomes. Overall, the theme underscores the need to strengthen inter-agency coordination, standardize implementation procedures, improve monitoring and follow-up systems, allocate adequate resources, and develop sustainable youth- and community-focused initiatives to ensure the long-term effectiveness of the RCSP program.

Outcome of the Study

This section presents the answer to the question: Based on the results of the study, what policy or program enhancement may be proposed?

Proposed Enhanced RCSP Improvement Framework

Based on the challenges identified in the findings and the gaps and limitations that were not fully addressed in DILG Memorandum Circular No. 2019-169 (Guidelines in the Implementation of the Retooled Community Support Program), an Enhanced RCSP Improvement Framework is proposed.

While the memorandum circular provides the general operational guidelines for RCSP implementation, the findings of the study revealed several areas that require enhancement to strengthen program effectiveness, sustainability, inter-agency coordination, monitoring, and community participation.

The framework aims to improve the implementation of RCSP by integrating additional mechanisms, strategies, and support systems that will address operational deficiencies and emerging community concerns.

Significance of the Framework. The Enhanced RCSP Improvement Framework serves as a strategic guide for strengthening RCSP implementation by addressing operational and organizational gaps not fully covered by DILG MC 2019-169. The framework contributes to more effective program implementation, improved coordination among stakeholders, stronger community engagement, enhanced accountability mechanisms, and sustainable peace and development initiatives.

Furthermore, the framework may serve as a reference for policymakers, law enforcement agencies, local government units,



and future researchers in improving community-based governance and support programs.

The proposed Enhanced Retooled Community Support Program (RCSP) Improvement Framework was developed as the primary output of the dissertation to address the gaps, limitations, and operational challenges that were not fully covered in DILG Memorandum Circular No. 2019-169. Although the memorandum circular provides the foundational policies and operational guidelines for the implementation of RCSP, the findings of the study revealed the need for a more comprehensive and sustainable approach to program implementation, monitoring, coordination, and community engagement. The framework was therefore designed to strengthen the effectiveness, efficiency, and long-term sustainability of RCSP initiatives in the community.

The Enhanced RCSP Improvement Framework focuses on several key components. First, it emphasizes capacity development enhancement through continuous training, skills development, and competency-building programs for RCSP implementers and stakeholders. This component ensures that personnel involved in the implementation of the program possess adequate knowledge, technical skills, and operational preparedness necessary for effective community engagement and program execution. Specialized training on conflict management, participatory governance, community immersion, and monitoring and evaluation are also included to improve the quality of implementation.

Second, the framework strengthens the monitoring and evaluation system by introducing standardized assessment tools, measurable performance indicators, periodic validation processes, and digital reporting mechanisms. The inclusion of a more structured monitoring system allows implementing agencies to accurately assess the effectiveness, efficiency, and impact of RCSP activities. This also promotes accountability, transparency, and evidence-based decision-making among implementers and stakeholders.

Another important component of the framework is the enhancement of inter-agency coordination mechanisms. The study identified the need for clearer communication channels, role delineation, and collaborative planning among government agencies, local government units, law enforcement agencies, and partner stakeholders involved in RCSP implementation. Through regular coordination meetings, information-sharing systems, and unified operational planning, the framework seeks to establish stronger collaboration and more efficient delivery of services and interventions to communities.

The framework also highlights the importance of community participation and empowerment. While community engagement is recognized in the existing memorandum circular, the proposed framework introduces more structured mechanisms for participatory planning, community consultation, feedback systems, and inclusion of marginalized sectors. This approach promotes stronger community ownership, trust, and active participation in governance and development initiatives, thereby enhancing the sustainability of RCSP programs.

In addition, the framework incorporates sustainability and resource management strategies to ensure the continuity of RCSP projects and interventions. This includes the establishment of long-term development plans, dedicated resource allocation, partnership-building, and integration of livelihood and economic support programs within communities. The framework recognizes that sustainable peace and development can only be achieved through continuous support, resource availability, and effective program maintenance.

Lastly, the framework integrates technology and data management systems to improve operational efficiency and program monitoring. The use of digital databases, online reporting systems, geographic information systems (GIS), and real-time communication platforms enhances data accuracy, accessibility, and decision-making processes. Technology integration also facilitates faster reporting, efficient monitoring, and improved coordination among implementing agencies.

In summary, the Enhanced RCSP Improvement Framework provides a more comprehensive, responsive, and sustainable approach to RCSP implementation. By addressing the operational gaps and challenges not fully covered in DILG MC 2019-169, the framework contributes to improved governance, stronger community engagement, enhanced inter-agency collaboration, and more effective peace and development initiatives in communities.

CONCLUSIONS

With the findings derived from the study, the following are concluded:

1. The findings showed that participants were generally satisfied with the RCSP Training Program, indicating that it effectively met their expectations and provided relevant knowledge and skills for RCSP implementation and community policing. However, since most indicators remained at the “Satisfied” level, continuous improvements in participant engagement, teaching strategies, practical activities, assessments, and facilities are encouraged to achieve better outcomes and higher satisfaction.

2. The “fully improved” overall finding revealed that the RCSP Training Program effectively enhanced the participants’ knowledge, skills, and competencies related to community engagement, governance support, peacebuilding, and development initiatives, but continuous enhancement of training activities and practical applications is recommended to maximize its impact.

3. The RCSP activities received a “fully applied” rating, reflecting respondents’ active participation in RCSP programs, monitoring, inter-agency coordination, and community development initiatives, and indicate that the training successfully translated learning into practical application, particularly in RCSP implementation and community collaboration. However, aspects such as active engagement, trust-building, and direct communication were rated as “less applied,” suggesting the need for additional support and opportunities to strengthen community engagement practices. Further, continuous training, field



exposure, and enhanced engagement strategies are recommended to improve further practical application and effectiveness.

4. The findings indicate that the RCSP Training Program significantly enhanced community support, public safety, and stakeholder collaboration, with continued strengthening of inter-agency coordination and community participation recommended to sustain these gains.

5. The findings confirm that the RCSP Training Program is effective across all levels of Kirkpatrick's Model. Positive reactions to the training contribute to meaningful learning, which in turn enhances behavior change and produces favorable results in community support and policing efforts, underscoring the importance of maintaining high-quality training delivery, as improvements in any stage of the model can significantly influence overall training effectiveness and impact.

6. On the key strengths and weaknesses of the program and potential improvement to address the identified weaknesses, the following are concluded:

The qualitative findings strongly indicate that the RCSP's effectiveness lies in its people-centered and participatory approach, where continuous interaction between police officers and community members fosters trust, cooperation, and shared responsibility in maintaining peace and order. This confirms that the program is not only operationally effective but also socially responsive, contributing significantly to community safety and development.

The findings suggest that although the RCSP program is functioning effectively in many aspects, its long-term success depends on addressing key structural and operational gaps. Enhancing resources, strengthening coordination, improving monitoring systems, and deepening community trust and engagement are essential to fully maximize the program's impact in promoting sustainable peace and order.

The findings suggest that strengthening the RCSP program requires a multi-dimensional approach that combines resource enhancement, system improvement, capacity building, and deeper community engagement. Addressing these identified areas will significantly improve the program's efficiency, sustainability, and long-term impact on community safety and development.

Recommendations

Based on the findings and the conclusions drawn, the following are hereby recommended:

1. The Philippine National Police (PNP) Training Service and RCSP program managers should strengthen future RCSP training programs by adopting learner-centered teaching strategies, integrating practical field-based activities, updating modules and assessments, and improving training facilities and learning resources to enhance participant engagement and learning outcomes.

2. The Philippine National Police, Local Government Units (LGUs), the Department of the Interior and Local Government (DILG), and partner agencies should enhance government service delivery, inter-agency collaboration, communication competencies, and community engagement

through practical exercises, joint training, and field immersion activities.

3. PNP field units, RCSP implementers, supervisors, and barangay officials should strengthen RCSP implementation by intensifying community engagement activities, improving communication skills training, increasing field exposure, providing mentoring and coaching, and standardizing community interaction protocols.

4. The DILG, PNP leadership, LGUs, and RCSP management teams should sustain and enhance the effectiveness of RCSP by strengthening inclusivity, stakeholder engagement mechanisms, partnerships, and monitoring and evaluation systems.

5. The Philippine National Police, in collaboration with barangay officials, LGUs, and community organizations, should institutionalize police-community communication mechanisms, expand inclusive community participation, standardize engagement practices, and strengthen crime prevention education and awareness programs.

6. The PNP leadership, DILG, LGUs, and other national government agencies should address manpower and logistical deficiencies, strengthen monitoring and evaluation systems, sustain personnel capacity development, reinforce inter-agency coordination, and expand youth-focused preventive programs.

7. The PNP National Headquarters, DILG, LGUs, partner agencies, and national government offices should increase personnel and logistical support, improve digital monitoring and reporting systems, formalize inter-agency coordination protocols, sustain professional development programs, and institutionalize long-term sustainability measures for RCSP implementation.

8. Adopt the Enhanced RCSP Improvement Framework proposed to address the challenges encountered in the implementation of RCSP.

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