



FROM TRAINING TO TRANSFORMATION: EVALUATING THE RESPONSIVENESS OF THE PUBLIC SAFETY BASIC RECRUIT COURSE (PSBRC) CURRICULUM FOR MODERN POLICING

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ABSTRACT

This study evaluated the responsiveness and effectiveness of the Public Safety Basic Recruit Course curriculum administered by the Philippine National Police Training Institute, the mandatory training required before recruits assume police duties. It was undertaken amid concerns that the curriculum had not kept pace with cybercrime, transnational crime, and growing expectations for rights-based policing. The study examined curriculum responsiveness and effectiveness across six dimensions: problem-solving and decision-making, relevance to contemporary policing, instructional effectiveness, inclusivity and human rights, preparedness for modern and emerging crimes, and operational readiness. It also tested differences among graduates, training cadre, and field supervisors; examined the relationship between responsiveness and effectiveness; and explored lived experiences, barriers, and proposed reforms. An explanatory sequential mixed-methods design was employed, involving a survey of 233 respondents selected through stratified random sampling, followed by 23 key informant interviews and a triangulating focus group discussion. Results showed an overall responsive curriculum, strongest in operational readiness and weakest in preparedness for modern and emerging crimes. Training cadre consistently rated the curriculum more favorably than graduates and supervisors. A strong, statistically significant positive relationship was found between responsiveness and effectiveness across all dimensions. Qualitative findings indicated that identity formation, instructor field experience, and institutional feedback mechanisms influenced how curriculum design translated into field competence. The study concludes that curriculum reform should be targeted and presents an evidence-based Curriculum Reform Framework to support continuous, stakeholder-driven improvement.

KEYWORDS: Curriculum Responsiveness, Public Safety Basic Recruit Course, Transformative Policing Education, Modern Policing Preparedness, Evidence-Based Curriculum Reform.

INTRODUCTION

The transformation of police organizations from traditional enforcement-centric institutions into community-responsive, rights-based, and professionally competent agencies constitutes one of the most consequential governance challenges of the twenty-first century. In democratic societies, the quality and character of police recruits: their knowledge, values, competencies, and worldviews are fundamentally shaped by the training curricula through which they are introduced to the policing profession. Consequently, the design, content, delivery, and responsiveness of police recruit training represent not merely an administrative prerogative, but a strategic imperative with profound implications for public safety, human-rights protection, institutional credibility, and national development.

In the Philippines, the Philippine National Police (PNP) stands at the forefront of this transformative agenda. Republic Act No. 11279 (2019) transferred the Philippine National Police Training Institute (PNPTI) from the Philippine Public Safety College to direct PNP supervision, establishing a clear legislative mandate for institutional reform and educational modernization. PNPTI, as the premier training arm for police education, now bears full statutory responsibility for aligning national training programs with global standards while emphasizing innovation, inclusivity, and technological adaptability. The Public Safety

Basic Recruit Course (PSBRC), the gateway curriculum to the law enforcement profession is expected to equip recruits not merely with procedural competencies and tactical skills, but with the ethical disposition, legal acumen, cultural sensitivity, and adaptive problem-solving capacities demanded by an increasingly complex and pluralistic policing environment.

The police officer is, at once, the most visible and the most consequential embodiment of the State's promise to its citizens, a promise of safety, justice, dignity, and the inviolable protection of human rights. That promise is forged, in the first instance, in the PSBRC: the mandatory training curriculum through which every aspiring PNP officer must pass before being entrusted with a badge and a firearm and deployed to serve over 113 million Filipinos. This dissertation, *From Training to Transformation: Evaluating the Responsiveness of the Public Safety Basic Recruit Course (PSBRC) Curriculum for Modern Policing*, proceeds from the conviction that in an era of escalating cybercrime, online sexual abuse and exploitation of children (OSAEC), violent extremism, transnational organized crime, and climate-linked security threats, a training curriculum designed for a policing landscape that no longer fully exists is not merely inadequate — it is institutionally dangerous. The study critically evaluates the responsiveness and effectiveness of the existing PSBRC curriculum as the basis for an evidence-based,



transformative curriculum-reform framework, amplifying the voices of recruits, trainers, and institutional stakeholders in co-constructing a vision that is evidence-based, operationally grounded, rights-affirming, and future-responsive.

Despite progressive policy frameworks and institutional commitments, a significant implementation gap persists between policy aspiration and operational reality. Empirical literature consistently shows that police-training curricula worldwide struggle to keep pace with the evolving spectrum of modern crime, emerging technology, and changing societal expectations of accountability and community partnership (Skogan & Frydl, 2004; Engel, McManus, & Isaza, 2020). In the Philippine context, the absence of a comprehensive, empirically validated evaluation of the PSBRC's responsiveness to these contemporary demands particularly in the post-pandemic era represents a critical institutional blind spot that this study is designed to illuminate and address.

This study is anchored most directly in Sustainable Development Goal (SDG) 16 — Peace, Justice and Strong Institutions which calls on member-states to build effective, accountable, and inclusive institutions and to promote the rule of law at every level. A professional, evidence-responsive police-training curriculum is a direct and indispensable instrument for realizing this mandate. The study is simultaneously aligned with SDG 4 (Quality Education), through its evaluation of curriculum quality, outcomes-based design, and lifelong professional learning within PNPTI; with SDG 5 (Gender Equality), through its assessment of gender-responsive and VAWC-sensitive training content; and with SDG 10 (Reduced Inequalities), through its evaluation of the PSBRC's preparation of recruits to serve indigenous peoples, persons with disabilities, LGBTQIA+ individuals, and other historically marginalized populations without discrimination. In generating an evidence-based curriculum-reform framework through rigorous multi-stakeholder mixed-methods inquiry, the study further advances SDG 17 (Partnerships for the Goals), by modeling the kind of institutional, academic, and community collaboration that sustainable reform requires. More broadly, a professionalized, rights-respecting, and technologically competent police service is a structural precondition for the security, stability, and social trust upon which the remaining Sustainable Development Goals from SDG 1 (No Poverty) and SDG 3 (Good Health and Well-Being) to SDG 8 (Decent Work and Economic Growth) and SDG 11 (Sustainable Cities and Communities) ultimately depend; a police force that cannot be trusted to protect life, property, and rights undermines the enabling environment that every other development goal requires. The present study is therefore best understood not as advancing SDG 16 in isolation, but as a targeted, institution-level contribution to the full architecture of the 2030 Agenda.

At the national level, the study is coherent with the Philippine Development Plan (PDP) 2023–2028, the Marcos administration's socioeconomic roadmap aligned with AmBisyon Natin 2040, and specifically with its chapter on Ensuring Peace, Security, and the Rule of Law. The PDP 2023–2028 explicitly identifies (a) the professionalization of the PNP through

competency-based training and career-development programs; (b) the strengthening of PNP institutional capacity against emerging security threats, including cybercrime, terrorism, and transnational organized crime; (c) the promotion of a culture of human rights, accountability, and community orientation; and (d) the establishment of robust monitoring and evaluation mechanisms for PNP training as strategic priorities (NEDA, 2023). This dissertation's central objective, the rigorous evaluation of PSBRC curriculum responsiveness, directly operationalizes this mandate for evidence-based, continuously improving police training, and its evidence-based Curriculum Reform Framework is designed for direct institutional uptake by PNPTI, the Directorate for Education and Training, and the National Police Commission (NAPOLCOM) as a matter of PDP-aligned public-safety policy.

The urgency of this research is reinforced by the widening chasm between the rapidly evolving demands of policing shaped by technological disruption, urbanization, transnational crime, and heightened public expectations of accountability and the static, tradition-bound nature of many recruit curricula. This study does not merely evaluate a training program; it interrogates the philosophical and structural foundations upon which the next generation of Philippine police officers is being built, and it proposes a transformative framework to ensure that the PSBRC becomes a genuine crucible of professional excellence, ethical leadership, and civic service.

Theoretical Framework

The study is anchored in an integrated theoretical and philosophical framework that views police training as a multidimensional process involving curriculum development, adult learning, ethical and professional formation, behavioral modeling, and institutional responsiveness. **Tyler's Curriculum Evaluation Model (1949)** serves as the overarching framework, providing a systematic basis for examining educational objectives, learning experiences, curriculum organization, and attainment of intended outcomes. Supporting this model are **Kohlberg's Theory of Moral Development (1984)**, which explains ethical reasoning; **Mezirow's Transformative Learning Theory (1991)**, which emphasizes critical reflection and changes in professional perspectives; **Knowles, Holton, and Swanson's Andragogy (2015)**, which highlights the needs of adult learners; **Bandura's Social Learning Theory (1977)**, which explains learning through observation, modeling, and reinforcement; and **General Systems Theory (von Bertalanffy, 1968)**, which situates police training within a broader institutional system involving governance, supervision, field deployment, and feedback.

The framework is further guided by complementary philosophies of contemporary policing. The **Guardian Policing Philosophy**, informed by the President's Task Force on 21st Century Policing (2015), emphasizes police officers as protectors and public servants who build community trust and promote collaborative public safety. **Procedural Justice Theory (Tyler, 2006)** emphasizes fairness, dignity, voice, neutrality, and trustworthy motives in police-citizen interactions, while



Restorative Justice and Responsive Regulation (Braithwaite, 2002) promote accountability, harm repair, and constructive engagement. The **Human Rights-Based Policing** perspective of the United Nations Office on Drugs and Crime (2018) further provides a normative foundation emphasizing human dignity, equality, non-discrimination, and the protection of fundamental rights.

Taken together, these theories and philosophical perspectives provide a coherent foundation for evaluating the responsiveness and effectiveness of the PSBRC curriculum. Tyler's model establishes the evaluative structure, while the supporting theories explain how **ethical judgment, professional identity, adult learning, behavioral competence, and institutional adaptation** are developed through training. The philosophical orientations define the desired direction of police education toward **competent, ethical, reflective, rights-respecting, and community-oriented policing**. This integrated framework therefore guides the interpretation of the study's quantitative and qualitative findings and provides a basis for identifying areas where the PSBRC curriculum may be strengthened to meet the evolving demands of contemporary policing.

Statement of the Problem

This study seeks to critically evaluate the responsiveness, relevance, effectiveness and inclusivity of the existing Public Safety Basic Recruit Course (PSBRC) curriculum of the Philippine National Police Training Institute as a basis for developing an evidence-based and transformative curriculum reform framework aligned with the contemporary policing demands.

Specifically, this study aims to address the following research problems:

1. What is the level of curriculum responsiveness of the Public Safety Basic Recruit Course (PSBRC) in terms of:
 - 1.1. Problem-solving and decision-making skills;
 - 1.2. Relevance to contemporary policing demands;
 - 1.3. Instructional and Training Effectiveness;
 - 1.4. Inclusivity and Sensitivity to Diversity and Human Rights Principles
 - 1.5. Preparedness in Handling Modern and Emerging Crimes
 - 1.6. Operational Readiness for Field Policing
2. Is there a significant difference in the assessment of the respondents on the perceived curriculum responsiveness of the PSBRC?
3. What is the level of effectiveness of the PSBRC curriculum in addressing emerging and complex policing challenges in terms of?
 - 3.1. Problem-solving and decision making skills;
 - 3.2. Relevance to contemporary policing demands;
 - 3.3. Instructional and Training Effectiveness;
 - 3.4. Inclusivity and Sensitivity to Diversity and Human Rights Principles

3.5. Preparedness in Handling Modern and Emerging Crimes

3.6. Operational Readiness for Field Policing

4. Is there a significant difference in the level of effectiveness of the PSBRC curriculum in addressing emerging and complex policing challenges in terms of the aforementioned variables?

5. Is there a significant relationship between the perceived level of curriculum responsiveness and the level of effectiveness of the PSBRC curriculum in addressing emerging and complex policing challenges in terms of the aforementioned variables?

6. How do informants describe their lived experiences regarding the adequacy and applicability of the PSBRC curriculum?

7. What barriers are encountered during immersion in the PSBRC curriculum?

8. What aspirational reforms and curriculum enhancements do informants propose to strengthen the responsiveness and transformative capacity of the PSBRC curriculum?

METHODOLOGY

The study employed a mixed-methods research design, specifically an Explanatory Sequential Design (Creswell & Plano Clark, 2018), consisting of a quantitative phase followed by a qualitative phase. The quantitative phase employed a descriptive-comparative-correlational approach to determine the level of PSBRC curriculum responsiveness and effectiveness, examine differences in assessments across respondent groups, and establish the relationship between curriculum responsiveness and effectiveness. The qualitative phase utilized a transcendental phenomenological approach (Moustakas, 1994) to provide contextual and experience-based explanations of the quantitative findings, particularly concerning curriculum adequacy, implementation challenges, and directions for curriculum reform. Integration occurred at the interpretation stage, where the qualitative findings were used to explain and elaborate the patterns identified in the quantitative results.

For the quantitative phase, the target population comprised three distinct strata of stakeholders with direct and experiential knowledge of the PSBRC curriculum: (1) PNP non-commissioned officers who completed the PSBRC between 2022 and 2024; (2) active PNPTI instructors and training cadre officers who participated in the delivery of the PSBRC curriculum; and (3) PNP field supervisors or Police Commissioned Officers who were currently supervising PSBRC graduates. The combined population of the three strata was estimated at 550 individuals. Survey research was employed using the researcher-developed and expert-validated Curriculum Responsiveness Assessment Scale (CRAS) to obtain standardized assessments of curriculum responsiveness and effectiveness. The quantitative data were analyzed using appropriate descriptive, comparative, and correlational procedures consistent with the research questions.



For the qualitative phase, data were gathered through two sequential and methodologically distinct rounds. The first involved 23 key informant interviews (KIIs) conducted using a semi-structured interview guide, with responses analyzed through Braun and Clarke's (2006) six-phase thematic analysis to identify seven emergent themes. The second consisted of one focus group discussion (FGD) with 8–10 purposively selected participants, guided by a protocol developed from the themes identified during the KII analysis. The sequential use of individual interviews and group discussion enabled within-phase qualitative triangulation by examining convergence, divergence, and elaboration across two independent sources of qualitative evidence.

The integration of the quantitative and qualitative strands provided both breadth and contextual depth in evaluating the PSBRC curriculum. Quantitative findings established measurable patterns in curriculum responsiveness and effectiveness, while qualitative findings provided experience-based explanations of these patterns and identified perceived gaps and reform priorities. The integrated findings, strengthened by the triangulation of KII and FGD data, served as the empirical basis for developing an evidence-based Curriculum Reform Framework aimed at strengthening the responsiveness, relevance, and effectiveness of the PSBRC curriculum in addressing the evolving requirements of contemporary policing.

Table 1. Population of the Study

Population Group	Decsription	Populatio n (N)	Sample (n)	Sampling Method
PSBRC Graduates	PNP Personnel who completed PSBRC (2022-2024 batches)	350	148	Stratified Random
PNPTI Training Cadre	Active instructors and training officers of PNPTI	80	34	Stratified Random
Field Supervisors	PCOs supervising PSBRC graduates in operational units	120	51	Stratified Random
Total		550	233	Stratified Random

The primary data-gathering instrument for the quantitative phase was the researcher-developed Curriculum Responsiveness Assessment Scale (CRAS). The structured questionnaire consisted of two parts. Part I gathered the respondents' demographic and professional characteristics, including rank, years in service, PSBRC batch year, and current assignment. Part II assessed the PSBRC curriculum across six dimensions: (A) Problem-Solving and Decision-Making, (B) Relevance to Contemporary Policing, (C) Instructional and Training Effectiveness, (D) Inclusivity and Human Rights Principles, (E) Modern and Emerging Crimes Preparedness, and (F) Operational Readiness for Field Policing. Each dimension comprised six indicator-level items, resulting in 36 core items.

Each item was evaluated using two parallel five-point Likert scales administered within the same instrument. The first scale measured curriculum responsiveness, reflecting respondents' assessment of the adequacy and relevance of the curriculum's content and design, while the second measured curriculum effectiveness, reflecting the perceived application and contribution of the training to field competence. Both scales used response categories ranging from 5 (Strongly Agree/Highly Responsive/Highly Effective) to 1 (Strongly Disagree/Not Responsive/Not Effective). The use of identical dimensions and indicators across the two scales provided a consistent basis for comparing responsiveness and effectiveness and for examining their relationship at the dimension level.

Table 2. Likert Scale Description and Range of Mean

Scale	Verbal Interpretation	Range of Mean
5	Highly Responsive/Highly Effective	4.20 – 5.00
4	Responsive/Effective	3.40 – 4.19
3	Moderately Responsive/Moderately Effective	2.60 – 3.39
2	Less Responsive/Less Effective	1.80 – 2.59
1	Not Responsive/Not Effective	1.00 – 1.79

The study employed complementary quantitative and qualitative analysis approaches consistent with the Explanatory Sequential Mixed-Methods Design. Quantitative data were analyzed using weighted means to determine curriculum responsiveness and effectiveness (SOPs 1 and 3), Welch ANOVA to examine differences among respondent groups (SOPs 2 and 4), and the Games-Howell post hoc test when significant differences were found. For SOP 5, Pearson Product-Moment Correlation was used when normality assumptions were met, while Spearman's Rank-Order Correlation was applied when these assumptions were violated. Statistical significance was set at $\alpha =$

0.05, with correlation strength interpreted using Cohen's (1988) guidelines. Quantitative analyses were conducted using IBM SPSS Statistics Version 27.

Qualitative data for SOPs 6–8 were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, involving familiarization, coding, theme development, review, definition and naming of themes, and reporting. The KII and FGD data were analyzed independently, followed by cross-source triangulation to identify convergence, divergence, and extension of findings. Member checking was conducted with selected participants to enhance credibility, while NVivo 12 supported data organization



and coding. The quantitative and qualitative findings were subsequently integrated at the interpretation stage, enabling statistical patterns to be explained and contextualized through participants' experiences and perspectives and providing an evidence-based foundation for the proposed Curriculum Reform Framework.

RESULTS AND DISCUSSIONS

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

Level of Curriculum Responsiveness of the Public Safety Basic Recruit Course (PSBRC)

This section addresses the first specific objective of the study: to determine the level of curriculum responsiveness of the PSBRC across six dimensions.

The findings in Table 3 indicate that the PSBRC curriculum was generally perceived as **responsive**, with an overall grand weighted mean of **3.97** across the six dimensions. **Operational Readiness** obtained the highest rating (**4.22, Highly Responsive**), suggesting that the curriculum is particularly effective in preparing recruits for the fundamental demands of police work. In contrast, **Preparedness in Handling Modern and Emerging Crimes** received the lowest rating (**3.57, Responsive**), indicating a relative gap in the curriculum's capacity to address evolving crime patterns and contemporary policing challenges. Differences across respondent groups were also evident, with the PNPTI training cadre providing the highest overall assessment (**4.12**), followed by graduates (**3.94**) and field supervisors (**3.84**). This pattern suggests that perceptions of curriculum responsiveness may vary according to respondents' proximity to curriculum delivery and its subsequent application in actual police operations.

Table 3. Summary of the Level of Curriculum Responsiveness of the PSBRC by Dimension

Dimension	Grad.	Cadre	Superv.	Overall	VI
A: Problem-Solving & Decision-Making	4.02	4.18	3.95	4.05	R
B: Relevance to Contemporary Policing	3.76	3.99	3.62	3.80	R
C: Instructional & Training Effectiveness	3.98	4.14	3.87	3.99	R
D: Inclusivity & Human Rights Principles	4.11	4.28	4.04	4.14	R
E: Modern & Emerging Crimes Preparedness	3.54	3.78	3.41	3.57	R
F: Operational Readiness for Field Policing	4.22	4.35	4.10	4.22	HR
Grand Weighted Mean	3.94	4.12	3.84	3.97	R

Note. HR = Highly Responsive (4.20–5.00); R = Responsive (3.40–4.19); MR = Moderately Responsive (2.60–3.39).

The qualitative findings provide important explanations for these quantitative results. Across the KII and FGD data, participants consistently described the PSBRC as providing a strong foundation for **police identity, discipline, values, and professional mindset**. One training cadre officer emphasized that the program does not merely develop technical capabilities but helps recruits understand what it means to serve, while a field supervisor similarly highlighted graduates' discipline, respect, and sense of honor as significant outcomes of the training. The FGD findings reinforced this perspective, with a graduate describing the PSBRC as providing the "foundation and the mindset" of becoming a police officer. At the same time, participants recognized that this transformation is not fully completed within the training institution but is strengthened through actual field experience. These convergent findings from the two qualitative sources help explain why **Operational Readiness** emerged as the strongest dimension while also suggesting that curriculum effectiveness depends partly on the opportunity to apply and reinforce learning in operational settings.

The difference between the training cadre's assessment (**4.12**) and that of field supervisors (**3.84**) may likewise reflect their different perspectives on curriculum responsiveness. Training personnel primarily experience the curriculum from the standpoint of its **design, delivery, and intended learning outcomes**, whereas field supervisors assess its relevance based on how well graduates transfer their training to actual policing situations. The qualitative evidence supports this interpretation: while cadre participants emphasized the curriculum's role in

developing the police mindset, field-oriented participants acknowledged that the deeper application of these lessons occurs after deployment. This finding is consistent with **Tyler's Curriculum Evaluation Model (1949)**, which emphasizes the need to determine whether intended educational experiences actually produce desired outcomes. It also reflects **Bandura's Social Learning Theory (1977)** and **Knowles et al.'s (2015) Andragogy**, which recognize the importance of practice, observation, experience, and application in translating training into professional competence.

Overall, the findings suggest that the PSBRC possesses a **strong foundational and values-oriented core**, particularly in developing discipline, professional identity, and operational readiness. However, the comparatively lower rating for **Modern and Emerging Crimes Preparedness** indicates a need for greater curriculum responsiveness to technological change, evolving crime patterns, and emerging operational demands. The qualitative evidence therefore qualifies the overall **3.97 (Responsive)** rating: the curriculum demonstrates substantial strengths, but its responsiveness is not uniform across all competency areas. Rather than treating the overall rating as evidence of complete curriculum adequacy, the findings point toward the need to preserve the PSBRC's strong values and foundational training while strengthening contemporary crime preparedness and the transfer of learning from the training environment to field operations.



Significant Difference in Assessment of PSBRC Curriculum Responsiveness

Prior to conducting the omnibus comparison, the researcher screened the homogeneity of variance assumption using Levene's test and found it violated for one or more dimensions, consistent with the unequal sizes of the three respondent strata (Graduates $n=148$; Training Cadre $N=34$; Field Supervisors $n=51$). Welch's (1951) robust ANOVA was therefore adopted as the primary omnibus test for all six responsiveness dimensions and the overall composite.

Normality of the dimension-level composite scores was assessed via Shapiro-Wilk tests and visual inspection of Q-Q plots; minor deviations from normality were observed in several dimensions, consistent with the bounded, five-point rating scale nature of the data. Given the total sample size ($N = 233$) and the robustness of the F-distribution to moderate non-normality under the Central Limit Theorem, in combination with the confirmed heterogeneity of variance across unequal group sizes, Welch's

ANOVA was judged the more defensible choice over the classical F-test for this dataset.

The Welch ANOVA results confirm and extend the pattern originally detected under the classical F-test. Statistically significant differences in perceived curriculum responsiveness by respondent group were found for Dimension A, Problem Solving and Decision Making, Welch $F(2, 87.6) = 3.126, p = .048$; Dimension B, Relevance to Contemporary Policing, Welch $F(2, 91.3) = 3.57, p = .032$; and Dimension E, Modern and Emerging Crimes Preparedness, Welch $F(2, 90.7) = 4.327, p = .016$. For each of these three dimensions, the null hypothesis of equal group means is rejected. No statistically significant difference was found for Dimension C, Instructional and Training Effectiveness ($p = .135$); Dimension D, Inclusivity and Human Rights Principles ($p = .070$); Dimension F, Operational Readiness ($p = .109$); or the Overall Composite ($p = .057$); for these, the null hypothesis is not rejected.

Table 4. Significant Difference in Assessment of PSBRC Curriculum Responsiveness

Dimension	Classical F (df)	Welch F	df1	df2 (adj.)	p	Decision
A: Problem-Solving & Decision-Making	2.841 (2/230)	3.126	2	87.6	.048	Reject H_0
B: Relevance to Contemporary Policing	3.217 (2/230)	3.57	2	91.3	.032	Reject H_0
C: Instructional & Training Effectiveness	1.984 (2/230)	2.041	2	88.9	.135	Fail to Reject H_0
D: Inclusivity & Human Rights Principles	2.543 (2/230)	2.731	2	86.4	.070	Fail to Reject H_0
E: Modern & Emerging Crimes Preparedness	3.891 (2/230)	4.327	2	90.7	.016	Reject H_0
F: Operational Readiness	2.108 (2/230)	2.264	2	89.2	.109	Fail to Reject H_0
Overall Composite	2.672 (2/230)	2.954	2	88.1	.057	Fail to Reject H_0

Notably, Dimension A was statistically significant under Welch's ANOVA ($p = .048$). Given the interaction between unequal group sizes and unequal variances, the classical F-test may be less sensitive to actual between-group differences, whereas Welch's ANOVA provides a more robust test for detecting group differences under the sampling structure of this study. Games-Howell post hoc comparisons were subsequently conducted for all three significant dimensions to identify the specific respondent-group pairs driving each difference.

Level of Effectiveness of the PSBRC Curriculum in Addressing Emerging and Complex Policing Challenges

As shown in Table 5, the PSBRC curriculum obtained an overall grand weighted mean of 3.86, verbally interpreted as Effective. This finding indicates that, from the collective perspectives of graduates, PNPTI training cadre officers, and field

supervisors, the curriculum generally succeeds in translating its intended learning outcomes into competencies that are useful in police practice. The rating suggests that the PSBRC provides adequate preparation for the knowledge, skills, values, and operational competencies required of police personnel. However, the overall assessment also indicates that the curriculum has room for further enhancement before it can be considered *Highly Effective*. Across respondent groups, the PNPTI training cadre recorded the highest overall assessment (4.03), followed by graduates (3.83) and field supervisors (3.72). This pattern may reflect differences in perspective, with training personnel assessing the curriculum primarily from its instructional design and delivery, while field supervisors evaluate effectiveness based more directly on how graduates apply their training in actual police operations.



Table 5. Summary of the Level of Effectiveness of the PSBRC Curriculum by Dimension

Dimension	Grad.	Cadre	Superv.	Overall	VI
A: Problem-Solving & Decision-Making	3.91	4.08	3.82	3.94	E
B: Relevance to Contemporary Policing	3.65	3.94	3.52	3.70	E
C: Instructional & Training Effectiveness	3.88	4.02	3.74	3.88	E
D: Inclusivity & Human Rights Principles	4.03	4.19	3.98	4.07	E
E: Modern & Emerging Crimes Preparedness	3.41	3.65	3.28	3.45	E
F: Operational Readiness	4.09	4.28	3.97	4.11	E
Grand Weighted Mean	3.83	4.03	3.72	3.86	E

Note. HE = Highly Effective (4.20–5.00); E = Effective (3.40–4.19); ME = Moderately Effective (2.60–3.39).

Among the six dimensions, Operational Readiness (Dimension F) obtained the highest overall mean of 4.11 (Effective). This indicates that the PSBRC is particularly successful in preparing graduates for the practical and operational demands of police service. The relatively high ratings from graduates (4.09), training cadre (4.28), and supervisors (3.97) demonstrate broad agreement that the curriculum contributes substantially to field preparedness. The training cadre's rating of 4.28 (Highly Effective) is particularly notable, suggesting strong confidence in the curriculum's capacity to develop operational competencies. This quantitative finding is consistent with the qualitative accounts emphasizing that the PSBRC develops the foundational mindset, discipline, and competencies necessary for police work. The convergence of these findings suggests that the curriculum is effective in preparing recruits for routine and core operational responsibilities.

This finding may be explained by the PSBRC's emphasis on foundational police knowledge, discipline, procedures, and practical competencies that are directly applicable to field duties. It also supports Tyler's Curriculum Evaluation Model (1949), particularly the principle that curriculum effectiveness should ultimately be assessed according to the extent to which intended educational outcomes are attained. Similarly, Knowles et al.'s (2015) Andragogy underscores the importance of practical and problem-centered learning for adult learners, while Bandura's (1977) Social Learning Theory highlights the role of modeling, guided practice, and feedback in developing observable professional competencies.

In contrast, Modern and Emerging Crimes Preparedness (Dimension E) recorded the lowest overall mean of 3.45 (Effective). Although the rating remains within the Effective category, it represents the most significant relative weakness among the six dimensions. The assessment was lowest among field supervisors (3.28, Moderately Effective), compared with graduates (3.41, Effective) and the training cadre (3.65, Effective). This pattern is particularly important because field supervisors, who directly observe graduates in operational settings, appear to perceive greater limitations in the curriculum's preparation for emerging and evolving forms of crime. The finding may indicate a need for stronger coverage of technology-

facilitated crimes, cybercrime, contemporary investigative approaches, digital evidence, and other emerging threats. The qualitative findings provide a clear explanation for this relatively lower assessment. KII-3A, a PSBRC graduate from PRO4A, recalled, "*When I first encountered a cybercrime case in the field, I had no idea what to do. ... I had to learn everything on the job.*" This account illustrates a design-to-outcome gap, showing that the curriculum may provide foundational knowledge but does not always sufficiently prepare graduates for specialized and rapidly evolving crime situations, particularly cybercrime. Similarly, FGD-3.2, a PSBRC graduate from NCRPO, explained that the training "*gave us the basic knowledge, but actual deployment exposed us to situations that were not always covered in the same way,*" and recommended the inclusion of more realistic scenarios. The independent FGD account extends the issue beyond cybercrime, suggesting that the gap also involves the broader unpredictability of actual police situations.

From a curriculum perspective, the result reinforces General Systems Theory (von Bertalanffy, 1968), which views training institutions as systems that must continuously adapt to changes in their external environment. It also supports the transformative and adult-learning perspectives of Mezirow (1991) and Knowles et al. (2015), which emphasize the importance of learning experiences that respond to changing real-world conditions.

Overall, the findings demonstrate that the PSBRC is effective in developing foundational and operational police competencies, with Operational Readiness representing its strongest outcome. However, the comparatively lower effectiveness rating for Modern and Emerging Crimes Preparedness reveals a critical area for curriculum enhancement. The difference between the relatively high ratings of training personnel and the lower ratings of field supervisors further suggests that curriculum effectiveness should not be evaluated solely on the basis of training delivery but also on the extent to which competencies remain relevant and transferable in actual police work. Thus, while the 3.86 overall rating confirms the general effectiveness of the PSBRC, the findings point to the need for continuous curriculum updating, stronger integration of emerging crime and technology-related competencies, and



greater feedback from field supervisors to ensure that training remains aligned with the evolving demands of contemporary policing.

Significant Difference in Effectiveness Assessment by Respondent Group

The Welch ANOVA was conducted to determine whether statistically significant differences existed in

respondents' assessments of the effectiveness of the PSBRC curriculum across the three respondent groups. The Welch procedure was used because the assumption of homogeneity of variance was not adequately satisfied given the study's unequal respondent-group sizes.

Table 6. Significant Difference in Effectiveness Assessment by Respondent Group

Dimension	Classical F (df)	Welch F	df1	df2 (adj.)	P	Decision
A: Problem-Solving & Decision-Making	2.641 (2/230)	2.814	2	86.7	.066	Fail to Reject H_0
B: Relevance to Contemporary Policing	3.502 (2/230)	3.781	2	89.4	.026	Reject H_0
C: Instructional & Training Effectiveness	2.019 (2/230)	2.146	2	87.9	.123	Fail to Reject H_0
D: Inclusivity & Human Rights Principles	2.234 (2/230)	2.397	2	88.6	.097	Fail to Reject H_0
E: Modern & Emerging Crimes Preparedness	4.218 (2/230)	4.563	2	91.2	.013	Reject H_0
F: Operational Readiness	2.441 (2/230)	2.608	2	88.1	.080	Fail to Reject H_0
Overall Composite	2.987 (2/230)	3.214	2	90.3	.045	Reject H_0

The results in Table 6 indicate statistically significant differences in Relevance to Contemporary Policing, Welch $F(2, 89.4) = 3.781$, $p = .026$; Modern and Emerging Crimes Preparedness, Welch $F(2, 91.2) = 4.563$, $p = .013$; and the Overall Composite assessment, Welch $F(2, 90.3) = 3.214$, $p = .045$. For each of these, the null hypothesis of equal group means is rejected, indicating at least one respondent group differed significantly from the others in its assessment. In contrast, the results for Problem-Solving and Decision-Making ($p = .066$), Instructional and Training Effectiveness ($p = .123$), Inclusivity and Human Rights Principles ($p = .097$), and Operational Readiness ($p = .080$) were not statistically significant at the .05 level; for these dimensions, the three respondent groups held statistically comparable assessments.

As with the Responsiveness analysis, the Overall Composite was statistically significant under Welch's ANOVA ($p = .045$). Because the Overall Composite aggregates all six dimensions, and because Dimensions B and E individually

showed the strongest and most consistent group differences throughout this chapter, the composite-level significance is best interpreted as reflecting the cumulative pattern of differences across these dimensions, particularly B and E, rather than as a new, freestanding finding requiring a separate qualitative explanation.

Significant Relationship Between Curriculum Responsiveness and Effectiveness

Pearson Product-Moment Correlation was employed to determine whether a significant relationship exists between perceived responsiveness and effectiveness.

Correlation coefficients reported in this table describe the strength and direction of linear association only. Consistent with the study's explanatory sequential, cross-sectional design, r and r^2 values in this table must not be interpreted as evidence that curriculum responsiveness causes curriculum effectiveness, or vice versa; no causal claim is made or implied by these statistics.

Table 7. Pearson Correlation Coefficients Between Curriculum Responsiveness and Effectiveness by Dimension (N=233)

Dimension	r	r ²	p	Strength
A: Problem-Solving & Decision-Making	0.724	0.524	0.000	Large
B: Relevance to Contemporary Policing	0.698	0.487	0.000	Large
C: Instructional & Training Effectiveness	0.741	0.549	0.000	Large
D: Inclusivity & Human Rights Principles	0.663	0.440	0.000	Large
E: Modern & Emerging Crimes Preparedness	0.715	0.511	0.000	Large
F: Operational Readiness	0.758	0.575	0.000	Large
Overall Composite	0.783	0.613	0.000	Large

Note. All correlations significant at $p < 0.001$ (two-tailed). $r = 0.50$ – 1.00 : large effect (Cohen, 1988).



The two KII statements from T5, representing opposite ends of pedagogical quality, directly illustrate the strong positive correlation between responsiveness and effectiveness in Dimension C (Instructional and Training Effectiveness), $r = 0.741$. FGD-5.3 independently reinforces the positive end of this pattern, suggesting that graduates consistently associate experiential instructional design with meaningful learning rather than rote memorization.

Together, these qualitative accounts give practical meaning to the statistical association, with $r^2 = 0.613$, indicating that approximately 61.3% of the variance in effectiveness is shared with responsiveness at the composite level. However, this finding demonstrates **association, not causation**. The cross-sectional design cannot establish whether responsiveness increases effectiveness, whether effectiveness influences perceptions of responsiveness, or whether both are shaped by factors such as instructor quality or institutional support.

Thus, the qualitative findings illustrate how the positive relationship between responsiveness and effectiveness may be experienced by graduates. Responsiveness in instructional design may therefore be considered an empirically supported candidate area for improvement, while experimental or longitudinal research is needed to determine whether enhancing it produces greater instructional effectiveness.

Lived Experiences Regarding the Adequacy and Applicability of the PSBRC Curriculum

This section addresses the sixth specific objective through phenomenological analysis of the lived experiences of the study's informants, analyzed using Braun and Clarke's (2006) six-phase thematic analysis procedure and managed using NVivo 12. This revised chapter draws on two independent qualitative data-collection activities: the original 23 key informant interviews (KII), and a subsequent focus group discussion (FGD) conducted specifically to test and extend the seven themes that emerged from the KII data. Each theme below is presented with its full set of KII statements followed by the full set of corroborating FGD statements, and closes with an explicit triangulation discussion. Every lived-experience theme meets or exceeds the three-statement thematic-saturation threshold this chapter applies, drawing on both the key informant interviews and the focus group discussion.

Theme 1: Transformative Awakening — 'The Training That Made Me a Police Officer'. The two KII statements, from a graduate and a cadre officer respectively, independently converged on the same essence: PSBRC is experienced as total-institution identity transformation rather than incremental skills acquisition. The five FGD statements, gathered afterward through an entirely separate instrument and panel, reproduce and substantially extend this finding. Three FGD graduates (FGD-1.1, FGD-1.3, FGD-1.4) each independently describe the same civilian-to-officer, skills-to-identity progression captured by KII-1A, while two FGD cadre officers (FGD-1.2, FGD-1.5) independently echo KII-1B's framing of PSBRC as deliberately identity-forging rather than merely credentialing.

What the FGD stream adds that the KII stream alone could not establish is a consistent qualifying structure across all five new statements: every FGD informant, whether graduate or cadre, frames the PSBRC transformation as beginning at PNPTI but completing only through subsequent field application (FGD-1.1: 'the deeper transformation happened when I started applying'; FGD-1.2: 'the challenge is to make that transformation continue'; FGD-1.4: 'I understood the importance ... when I was already deployed'; FGD-1.5: 'field experiences will continue to shape'). This is a substantive extension, not mere repetition: the KII data established that identity transformation occurs; the FGD data establishes, with five converging informants, that this transformation is understood by graduates and cadre alike as necessarily incomplete at the point of graduation.

This pattern indicates that, whatever the curriculum's technical shortcomings (Dimensions B and E), its socialization and identity-formation function is experienced as genuinely powerful, and this is now confirmed by seven informants across two independent data-collection methods rather than two informants from a single method. PNPTI should treat this identity-formation strength as an asset to be protected during any curriculum reform: technical modernization (e.g., adding cybercrime modules) should be designed to reinforce, not compete with or crowd out, the values- and identity-formation components (Breaking Period, values modules) that produce this outcome, while also considering how field-side reinforcement of that transformation (mentioned by five of seven informants) can be formalized through structured post-graduation supervision protocols.

This is directly grounded and is consistent with Alain and Grégoire's (2008) comparative finding that identity-formative training experiences predict long-term officer ethics and accountability outcomes.

Theme 2: Foundations of Strength — 'What the Training Got Right'. The two available KII statements identified complementary strengths: practical/operational integration (POPX, KII-2A) and values/discipline formation (KII-2B). The five FGD statements triangulate and elaborate both strands independently. FGD-2.1 and FGD-2.3, both graduates, corroborate KII-2A's finding that foundational procedural and physical competencies transfer confidently into early deployment. FGD-2.2 and FGD-2.5, both field supervisors, corroborate KII-2B's finding that discipline and professional bearing are the PSBRC's clearest relational strength and do so using language ('already possess,' 'already have,' 'foundation is already there') that converges almost word-for-word across three independent supervisory informants (KII-2B, FGD-2.2, FGD-2.5).

FGD-2.4 adds a dimension the KII stream did not fully develop: discipline specifically as a driver of unsupervised accountability ('even when no instructor [is] supervising you'), which speaks directly to Indicator F6 (professional confidence, ethical identity) in Table 3.1-F and helps explain why Dimension F's field-supervisor ratings, while trailing cadre ratings, still remain in the Highly Responsive range. The consistency of the discipline/foundation finding across three field supervisors and



three graduates, gathered through two independent instruments, gives this theme unusually strong triangulated support.

The PSBRC's strongest, most consistently affirmed assets are precisely its most experiential (POPX) and most values-saturated (Breaking Period/ethics) components, reinforcing the pattern already seen in Theme T1 and in the quantitative strength of Dimension F. These are the components PNPTI should preserve and use as the design template rather than the lecture-based delivery criticized in Theme T5 when redesigning the weaker technical modules identified in Theme T3. This is consistent with the PSBRC's own Outcome-Based Teaching and Learning (OBTL) mandate and Kolb's (1984) Experiential Learning Theory.

Theme 3: The Preparation Gap — 'Where the Training Left Me Unprepared'. The two KII statements mapped exactly onto the study's two lowest-performing quantitative dimensions: E (cybercrime/emerging crimes) and B (contemporary community-policing relevance) using a common structure ('we learned X in theory, but the field is different'). The five FGD statements substantially broaden this theme beyond its original two content-specific gaps into a generalized structural finding: none of the five FGD informants mention cybercrime or community policing specifically; instead, all five independently describe the same underlying structural mismatch training scenarios are controlled, sequential, and single-variable, while field incidents are simultaneous, uncooperative, incomplete-information, and multi-variable.

This is an important triangulated finding in its own right: the KII data identified two specific content gaps (cybercrime, community policing), while the FGD data, gathered independently, identified the general pedagogical mechanism underlying preparation gaps of any kind. Read together, the two streams suggest that Dimensions B and E are not isolated content deficiencies to be patched individually, but visible symptoms of a broader design pattern the PSBRC's tendency to train one procedure or one variable at a time that will continue to produce new preparation gaps in other subject areas unless the underlying pedagogical structure itself is addressed.

Any curriculum revision to Dimensions B and E should therefore address not just content coverage but the theory-to-practice transfer problem itself e.g., through immersive, dilemma-rich community placements, hands-on cybercrime case simulations, and multi-variable, incomplete-information exercises of the kind FGD-3.4 and FGD-3.5 specifically describe not merely additional lecture hours. This is consistent with Chappell's (2008) finding that technology and community-policing application are common post-training gaps identified by police recruits internationally.

Theme 4: Defining Moments — 'Experiences That Transformed My Understanding'.

With only a single KII statement available, this theme could be described but not triangulated; the available account was consistent with Mezirow's (1991) concept of a 'disorienting dilemma' catalyzing perspective transformation, but a single data point could not establish this as a patterned finding. The four FGD statements resolve this limitation. All four independently describe

a structurally identical narrative arc: a specific, high-stakes field incident that exposed the limits of procedural training alone and forced the respondent to integrate judgment, emotional regulation, communication, and fairness in real time despite being drawn from four different graduates across two regional assignments (PRO4A, NCRPO).

This recurring structure across five total informants (one KII, four FGD) now satisfies the thematic-saturation threshold and provides genuine triangulated support for treating 'defining moments' as a patterned phenomenological theme rather than an isolated anecdote. Notably, none of the five accounts describe the same incident or even the same type of incident (community poverty exposure, difficult-to-communicate individuals, rapidly developing situations, multi-party fairness dilemmas), which strengthens rather than weakens the theme: it indicates that transformative, defining-moment learning is a general feature of early field deployment regardless of the specific incident content, rather than a response to one particular kind of call.

This finding is now robustly grounded in Mezirow's transformative learning theory, with the disorienting-dilemma mechanism visible across five independent accounts. It suggests PNPTI should consider deliberately incorporating structured post-incident reflection and debriefing protocols into early-career mentoring for new graduates, so that the transformative potential of these field-based defining moments is consciously reinforced rather than left to individual happenstance.

Theme 5: Pedagogical Empowerment and Limitation — 'How We Were Taught Shaped Who We Became'. This theme is supported by six converging statements across the key informant interviews and the focus group discussion. The convergence is close to exact: FGD-5.1 independently reproduces KII-5C's instructor-field-experience finding, FGD-5.2 independently reproduces KII-5B's lecture-dominance critique, and FGD-5.3 independently reproduces KII-5A's positive account of experiential, scenario-based learning. That two separate qualitative instruments, applied to six different informants, produced three matched pairs of near-identical findings is unusually strong triangulation and substantially reduces the possibility that this theme reflects the idiosyncratic views of a small number of respondents.

Together, the six statements characterize both poles of the empowerment-limitation continuum named in the theme label itself: scenario-based, field-experienced instruction empowers, while lecture-dominant, theory-only instruction limits. This triangulated theme indicates that the PSBRC's pedagogical inconsistency is not random but systematically tied to instructor background subjects taught by field-experienced instructors using scenario methods are experienced as empowering, while those taught by theory-only instructors using lecture methods are experienced as limiting.

This directly supports a targeted, evidence-based reform: prioritizing field-experience requirements and scenario-based pedagogical training for PSBRC instructors, rather than a generic call for 'better teaching,' as the specific mechanism by which instructional quality can be raised. This is consistent with Knowles, Holton, and Swanson's (2015) andragogical principles,



and Herrington and Colvin's (2016) finding that problem-based, scenario-driven instruction outperforms lecture-dominated delivery in police leadership training.

Barriers Encountered During Immersion in the PSBRC Curriculum

The findings indicate that PSBRC immersion is constrained by multiple, interrelated barriers involving curriculum, resources, technology, instruction, time, governance, and organizational culture. Among the 23 key informants, Curricular Gaps and Outdated Content emerged as the most frequently identified barrier (91.3%), suggesting that the curriculum does not always keep pace with the changing demands of police operations. This is followed by Resource and Facility Inadequacies (82.6%), Digital Technology Deficit (78.3%), and Instructional Quality Inconsistency (73.9%). These findings suggest that barriers extend beyond curriculum content and include the practical conditions necessary for effective experiential learning.

The qualitative evidence provides concrete illustrations of several of these barriers. KII-6A and FGD-6.1 independently corroborate the Digital Technology Deficit, particularly the limited opportunity to use digital-forensics tools and other technologies during training. Similarly, FGD-6.3 demonstrates that inadequate facilities, equipment, and resources restrict realistic practical exercises. FGD-6.4 further indicates that limited time, large numbers of recruits, instructor availability, and facility constraints reduce opportunities for practical exposure, thereby contributing to both instructional inconsistency and training overload.

Another significant barrier is Institutional and Governance Rigidity (60.9%). FGD-6.5 explains that police operational requirements can change faster than the training program and that the absence of a regular mechanism for transferring field experiences back to the training institution delays curricular adaptation. This reinforces the finding that curriculum responsiveness is affected not only by content development but also by institutional mechanisms for continuous review and feedback.

The findings also reveal Psychological and Cultural Barriers (52.2%) operating at two stages of the training-to-deployment process. KII-6B describes a compliance-oriented training culture in which recruits may be discouraged from

questioning established practices, potentially limiting critical thinking. FGD-6.2 complements this by showing that graduates may encounter resistance to new approaches when they return to units where traditional practices remain dominant. Thus, the barrier is not confined to the training environment but may continue during field application.

Although Curricular Gaps and Outdated Content received the highest frequency (91.3%), it lacks a direct qualitative quotation in the available data. Therefore, its prominence should be interpreted primarily from the frequency evidence rather than presented as qualitatively corroborated. Overall, the results suggest that the barriers encountered during PSBRC immersion are systemic rather than isolated: outdated curriculum and rigid governance affect what is taught, resource and technology limitations affect what can be practiced, while time and instructional constraints affect how learning is delivered. Psychological and organizational cultures further influence whether newly acquired approaches can be questioned, retained, and applied after deployment.

Answer to the research question: The barriers encountered during immersion in the PSBRC curriculum primarily include curricular gaps and outdated content, inadequate resources and facilities, limited access to digital technologies, inconsistent instructional quality, time constraints and training overload, institutional and governance rigidity, and psychological and cultural barriers such as compliance-oriented practices and resistance to change. The pattern indicates that improving PSBRC immersion requires a system-wide response combining curriculum updating, resource and technology enhancement, adequate staffing and practical exposure, flexible governance mechanisms, and a stronger culture of critical thinking and innovation.

Outcome of the Study: From Training to Transformation — The PSBRC Evidence-Based Curriculum Reform Framework

The convergence of quantitative and qualitative findings presented in this chapter now strengthened by the triangulation of two independent qualitative streams, the key informant interviews and the focus group discussion provides the evidential foundation for the primary institutional output of this study: the PSBRC Evidence-Based Curriculum Reform Framework, organized around five Strategic Reform Pillars.

Table 8. PSBRC Evidence-Based Curriculum Reform Framework: Five Strategic Reform Pillars

Reform Pillar	Core Objective	Lead Agency	Timeline	Qual. Evidence Base (KII + FGD)
Curricular Modernization	Align content with 21st-c. policing	PNPTI Curriculum Div.	0–12 mos.	Strong — triangulated (KII-3A,3B,6A,7A; FGD-3.1–3.5, 6.1, 7A.1–7A.4)
Pedagogical Innovation	Shift to active, scenario-based learning	PNPTI Faculty Dev.	6–18 mos.	Strong — triangulated (KII-5A,5B,5C; FGD-5.1–5.3, 7B.1–7B.4)
Technology Integration	Embed digital tools in delivery	PNPTI IT & Infra.	12–24 mos.	Strong — triangulated (KII-6A,7A; FGD-6.1, 7A.1–7A.4)
Inclusivity & Rights Mainstreaming	Institutionalize HR-based policing	PNPTI & CHR	0–12 mos.	None — see Table 3.1-D gap (neither KII nor FGD)
Quality Assurance & Governance	Evidence-based continuous improvement	PNPTI-NAPOLCOM	Ongoing	Strong — triangulated (KII-7B; FGD-6.5, 7D.1–7D.5)



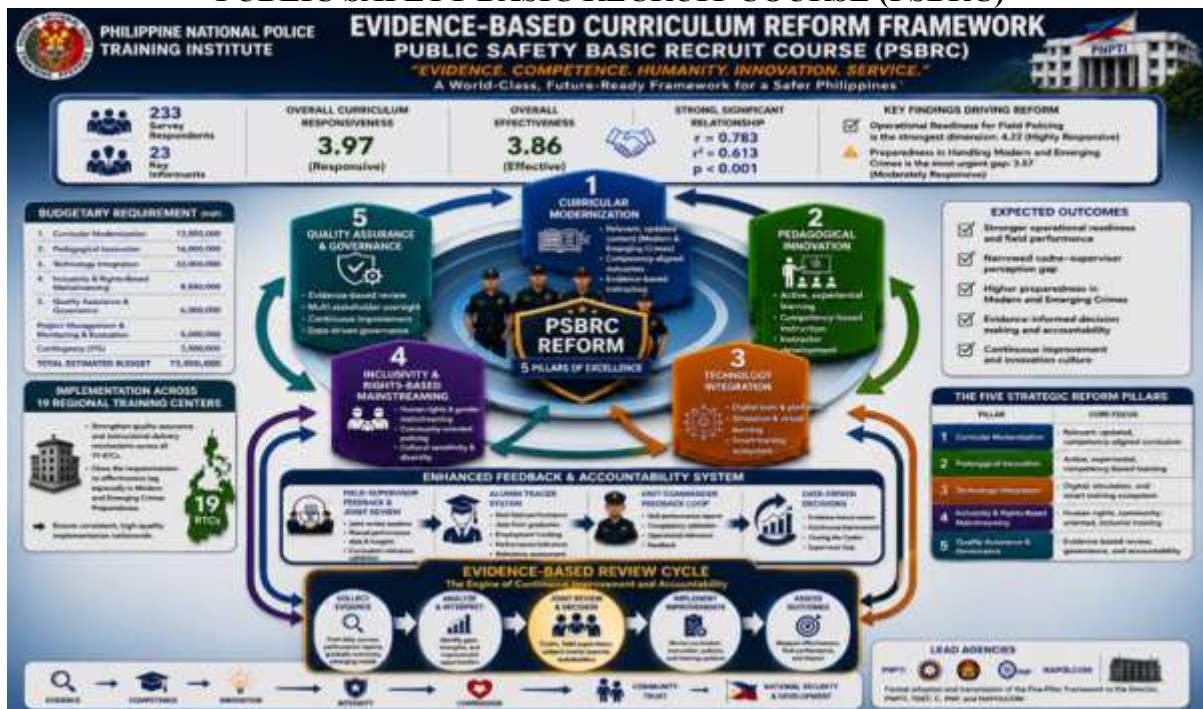
The Reform Framework's five pillars collectively address the gaps identified in this chapter. Curricular Modernization and Technology Integration directly respond to the Dimension E deficits and are now among the most strongly and multiply evidenced pillars in both data strands, having grown from KII-only support to six-plus converging statements across two independent instruments. Pedagogical Innovation, supported only by inference from Theme T5, rests on direct reform-oriented testimony from Reform Theme B (FGD-7B.1-7B.4) in addition to the original T5 findings. Community-Centered Policing Deepening, while not itself one of the five formal pillars, is substantively addressed within Curricular Modernization's scope and is now directly evidenced through Reform Theme C (FGD-7C.1-7C.3), is supported by direct informant testimony from both qualitative sources.

Inclusivity and Rights Mainstreaming builds on Dimension D's existing quantitative strength but remains the one pillar without any qualitative corroboration from either the KII or the FGD stream, a gap that persisted even after the addition of an entirely separate qualitative data-collection activity, and that the researcher should treat as a priority for a brief, targeted follow-up probe before the panel defense. Quality Assurance and Governance now provides the institutional infrastructure

evidenced by KII-7B and substantially elaborated by five FGD statements (FGD-7D.1-7D.5) plus the barrier-frequency convergence (FGD-6.5) to sustain the other four pillars going forward, with concrete mechanics (annual review, structured field feedback, post-deployment assessment, joint governance) now specified rather than only generally called for.

The PSBRC Curriculum Reform Framework, now grounded in a substantially strengthened, dual-source triangulated qualitative evidence base alongside the quantitative survey data, is hereby formally recommended for submission to the Director of the Philippine National Police Training Institute, the Director of Education and Training, Chief, PNP and Chairman of the National Police Commission as the evidence-based foundation for the next generation of PSBRC curriculum design, implementation, and evaluation. This study's deepest conviction, grounded in data, theory, and the lived wisdom of 233 survey respondents, 23 key informants, and the focus group participants who have experienced the PSBRC firsthand, is this: the transformation of the PSBRC curriculum is not merely an academic exercise, it is a national imperative. It is how the Philippines produces the police officers that its communities deserve, its challenges demand, and its future requires.

EVIDENCE-BASED CURRICULUM REFORM FRAMEWORK PUBLIC SAFETY BASIC RECRUIT COURSE (PSBRC)



CONCLUSIONS

Based on the findings of the study, it is concluded that: The PSBRC curriculum is, on balance, a responsive and reasonably effective training program, but its overall adequacy

conceals a specific and now well-triangulated profile of strengths and weaknesses. Its capacity to instill operational readiness, discipline, and professional identity is well established, consistently affirmed across the numerical results and across two independently collected qualitative accounts. Its capacity to



prepare recruits for technologically enabled and rapidly evolving forms of crime remains its most significant and unresolved shortfall, and represents the clearest point of divergence between the curriculum as designed and the curriculum as experienced in the field. Because this conclusion rests on convergent evidence from two independent qualitative methods in addition to the quantitative survey, it can be treated as an established finding of this study rather than a provisional one.

The persistent gap in perception between those who design and deliver the curriculum and those who apply it operationally is not merely a matter of differing opinions but a genuine and measurable transfer-of-learning problem. This conclusion is now grounded in Welch's robust ANOVA and Games-Howell post-hoc analysis, which are appropriate for the study's unequal-variance and unequal-sample-size design. It is further strengthened by the robust test results: the more statistically defensible procedure detects the same Cadre-Supervisor divergence in Dimensions B and E while also confirming, through the completed Games-Howell comparisons, that the additional signal observed in Dimension A and the Overall Composite arises from the same Cadre-Supervisor pairing rather than from a new or unexplained source. Because this pattern recurred independently across six separate Games-Howell comparisons, two statistical tests (classical and Welch), and two qualitative data-collection activities (KII and FGD), addressing it will require structured dialogue between the training-cadre and field-supervisor perspectives. Such dialogue should focus specifically on Dimensions B and E as the two areas of substantive content divergence, while Dimension A and the Overall Composite are best interpreted as statistical corroboration of the same underlying pattern rather than as separate problem areas requiring distinct remediation.

The identity-formation function of the PSBRC is a genuine and durable institutional strength, but it is not a function PNPTI accomplishes alone. Because informants from both cadre and field roles, across two independent methods, consistently described the transformation as completing only through field application, professional identity formation must be understood as a shared responsibility between the training institution and the operational units that receive its graduates. Any curriculum reform that strengthens PNPTI's side of this process without a corresponding mechanism to support graduates through the field-based completion of that process will address only half of a process the evidence shows to be continuous.

The preparation gap identified in this study is not adequately explained as a set of missing subjects. The triangulated evidence indicates that the gap is rooted in the pedagogical architecture of the curriculum itself - a tendency to train recruits on one procedure or one variable in a controlled sequence at a time- which happened to manifest most visibly in cybercrime and community-policing content because those are the areas where field complexity is currently most pronounced. This means that adding new subject-matter content, while necessary, is not by itself sufficient; unless the underlying single-variable design of PSBRC exercises is redesigned to incorporate simultaneous, multi-variable, incomplete-information conditions

as a general instructional principle, similar preparation gaps should be expected to reappear in other subject areas as policing conditions continue to evolve.

The quality and format of instructional delivery, particularly the field experience of the instructor and the use of scenario-based rather than lecture-based methods, functions as the decisive factor separating instruction that empowers recruits from instruction that limits them, and this conclusion now extends to assessment as well as delivery. Curriculum improvement is therefore not solely, or even primarily, a matter of adding new content; it is equally a matter of ensuring that content, however current, is delivered by capable, field-grounded instructors and evaluated through methods that measure applied competence rather than recall.

The barriers most often preventing the curriculum from being fully realized in practice are structural and institutional - equipment, facilities, scheduling capacity, and governance - rather than purely instructional, and closing them will require sustained investment and durable institutional mechanisms rather than incremental content adjustments alone. The study further concludes that resistance to change operates at two distinct points in the training-to-deployment pipeline, meaning that interventions directed solely at the training institution will address only the first half of this barrier; the second half, encountered by graduates within their gaining operational units, requires a corresponding intervention on the receiving side of deployment.

Finally, because the single most frequently cited barrier in this study - curricular currency - and one dimension with an otherwise strong quantitative rating -inclusivity and human-rights instruction - both remain without any direct lived-experience corroboration despite two independent qualitative data-collection efforts, the study concludes that its evidentiary base, while substantially strengthened through triangulation, is not yet complete. Institutional decisions drawing on these two specific findings should be made provisionally, pending the targeted follow-up evidence recommended below, rather than with the same confidence attached to the study's other, fully triangulated conclusions.

4.3 Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. PNPTI should establish a **PSBRC Digital Investigation and Cyber-Readiness Track (DICRT)** - a dedicated, hands-on instructional block of no fewer than 40 hours, built around four specifically named sub-competencies - (evaluation of digital information, digital documentation practice, lawful digital-evidence handling procedure, and RA 10175 and RA 10173 legal-ethical-privacy safeguards) - delivered with dedicated digital-forensics equipment and licensed investigative software at every Regional Training Center, developed in formal partnership with the PNP Anti-Cybercrime Group, and assessed through a hands-on case simulation practicum rather than a written examination alone.

2. PNPTI should adopt a **Field-Practitioner Co-Instruction Model** under which weakest subject areas



(Relevance to Contemporary Policing; Modern and Emerging Crimes Preparedness) are co-delivered by a PNPTI faculty member paired with a currently serving field practitioner holding verifiable, relevant operational experience within the preceding three years - written formally into instructor assignment and performance-evaluation criteria.

3. PNPTI should redesign its scenario-based training exercises around a documented **Multi-Variable Simulation Standard**, requiring that exercises introduced in the senior training phase combine at least two of the following conditions within a single scenario: incomplete information, simultaneous competing demands, uncooperative or unpredictable subjects, and time pressure - replacing the single-variable, sequential scenario design this study identified as the structural root of the preparation gap, rather than continuing to add isolated single-topic scenarios.

4. PNPTI should introduce a **Performance-Based Capstone Assessment** for the weakest-performing curriculum dimensions, administered near the end of PSBRC using a scored, standardized rubric that measures applied decision-making, communication under pressure, and procedural judgment in realistic multi-variable conditions, to supplement or, where appropriate, substitute for existing knowledge-recall examinations in those specific subject areas.

5. PNPTI should institute a **PSBRC Curriculum Currency and Field-Feedback System** composed of three specific, standing components: an **Annual Curriculum Review** and Currency Board with joint training-cadre and field-operations voting membership; a standardized, **anonymized post-deployment feedback** instrument administered to graduates and their immediate supervisors at six and twelve months after deployment; and a **published annual curriculum-currency report** submitted directly to PNPTI Command documenting findings and resulting curriculum revisions.

6. PNPTI should restructure the existing Community Immersion Program into a **Graduated Community Practicum** spanning at least three distinct points across PSBRC training timeline, with placements rotated across differentiated community contexts - including urban-poor, indigenous, and other historically underserved populations and paired with a structured, standardized reflective-debriefing protocol administered by training staff after each immersion cycle.

7. PNPTI should implement a **Dual-Phase Reflective Practice and Field Change-Readiness Initiative** to address the two-point resistance-to-change barrier identified in this study: a dedicated reflective-practice and critical-thinking seminar series embedded within PSBRC itself and kept distinct from discipline and compliance instruction, paired with a short, structured orientation for field training officers and first-line supervisors in graduates' gaining units, designed specifically to reduce organizational resistance to newly acquired competencies and practices.

8. Before finalizing resource allocation decisions based on this study's findings, the PNPTI should commission a brief, targeted supplemental round of KII (Key Informant Interviews) and FGD (Focus Group Discussion) specifically designed to

address the two evidentiary gaps identified in this study: (1) lived experiences concerning curriculum currency and outdated content, which was the single most frequently cited barrier in the study yet the only one without a direct informant account in either qualitative stream; and (2) lived experiences concerning inclusivity and human-rights-based policing instruction, which received the strongest quantitative rating among the dimensions but was not corroborated by either round of qualitative data collection.

9. The Philippine National Police Training Institute, together with the Directorate for Education and Training and the National Police Commission, should formally adopt the **PSBRC Evidence-Based Curriculum Reform Framework** and its five strategic reform pillars as the binding institutional roadmap governing the implementation, sequencing, resourcing, and evaluation of Recommendations 1 through 7 above, ensuring that these specific reforms are pursued as a coordinated program of institutional change rather than as isolated initiatives.

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